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ABSTRACT

This report focuses on measures that can be taken by school boards to give recognition to their staff and improve the quality of their employees' working life. The report is based on the findings of a survey done by the Canadian Education Association, to which 103 out of 224 school boards responded. The first section describes ways of recognizing staff: recognition for long service, letters and cards of commendation, media publicity, school system publications, awards and gifts, certificates, recognition events, professional development, and educational or personal leave. The second section details recognition for long service. The third section looks at how school boards foster a climate tht enhances human relations among school board staff according to survey responses. The fourth section briefly describes alternative measures under consideration. Appended are (1) a list of school boards participating in the survey; (2) samples of recognition awards; (3) sample policies, guidelines, and procedures; and (4) sample goals for estabishing personnel policies and regulations. (SI)

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HOW SCHOOL BOARDS GIVE RECOGNITION TO STAFF

Canadian Education Association
Association canadienne d'éducation

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INTRODUCTION

In 1986 the CEA published *Marketing the School System : Building Public Confidence in Schools.* This report offered tips on what positive measures school boards could take to enhance their image with the general public and with the media. It emphasized what school boards were doing to help the community feel positive about the educational system. Now, in 1988, school boards have launched many marketing programs and are focusing greater attention on one of their greatest assets — their staff. This report can be seen as a complement to *Marketing the School System*, since giving recognition to staff goes hand in hand with an effective marketing campaign. Enthusiastic employees convey to others, both in and outside the educational system, their positive feelings about working for a particular school board. They carry a message that money can't buy.

As this report describes, recognizing staff can be done by a variety of methods such as honouring periodically a few employees through formal awards, recognizing them publicly and regularly at board of trustee meetings or in the school board newsletter, as well as informally and privately through letters and cards. One slogan that appears in a Hamilton Board of Education staff newsletter *Hamilton Public Schools — We're Proud of the People Who Make Them Great!* aptly captures the feeling that people make the difference. School boards and their schools must show leadership in giving recognition to employees for noteworthy achievements as well as fostering through their actions and attitudes a climate that enhances human relations among school board staff. Making employees feel valued, making them feel that what they do and think is important, increases staff morale and goodwill and creates more open communication that can only help to benefit the school system.

In October 1987, the Canadian Education Association sent out 224 questionnaires to find out how school boards give recognition to staff and how they foster a climate which enhances human relations within the school system. All CEA Information Service Boards received a questionnaire as well as randomly selected school boards in each province and the Northwest Territories. The survey consisted of four parts : 1) what measures the school board undertakes to give staff members recognition; 2) what kind of recognition it provides for employees who are retiring; 3) how it fosters a climate that increases staff morale and goodwill; and 4) what measures in these three areas are currently being considered by school boards for implementation. A total of 103 school boards responded to our survey (45%).

	Questionnaires sent	Replies returned
Northwest Territories	3	0
British Columbia	30	14
Alberta	30	17
Saskatchewan	19	6
Manitoba	20	12
Ontario	40	24
Quebec	31	8
New Brunswick	15	14
Nova Scotia	16	3
Prince Edward Island	5	2
Newfoundland	15	3
Total	224	103

In many instances, school boards indicated to us that this topic was of particular importance to them and they looked forward to our findings. This report is based on the 103 questionnaires we received. Many measures are commonly used by most school systems, but a number are unique and should interest all educators who strive to create in the school system a climate in which efforts and accomplishments are recognized and measures are taken to create in staff a feeling of pride, enthusiasm and a knowledge that they are valued.

Suzanne Tanguay
Information Officer
Canadian Education Association

HOW DO SCHOOL BOARDS RECOGNIZE STAFF?

In the past few years, school boards are placing greater emphasis on undertaking measures which give recognition to their staff. Recognition may be given to individual employees for a variety of reasons, whether for achievement, effort, innovative ideas, initiative, or to employees, who, because of the way they carry out their jobs, enrich the learning and working environment for other staff and students. Building on the successes of staff and disseminating news of their accomplishments serves not only to increase that particular individual's morale but also projects a positive message to staff, students, and the community that good things are happening in this school system. As this type of good news increases, the teachers and students feel that they are truly part of a "winning team."

In the past, most of the attention given to recognizing staff has been for teacher excellence. Generally, formal ways of rewarding excellence were proposed such as awards for "teacher of the year" or monetary incentives such as merit pay. These particular methods have been a source of controversy. Singling out one individual from among hundreds for special recognition is sometimes seen as having a more negative impact than positive. For example, at Lakeland Public School District No. 5460 (Bonnyville, Alberta) an attempt to implement an outstanding employee of the year award has been abandoned. The presentation of a district award of excellence to two employees (one teacher, one custodian) in September 1986 created considerable staff dissatisfaction. The board determined that the recognition was anti-productive.

Of course, recognizing some individuals has the potential of creating negative reaction — this occurs when the individual is perceived by others to be not worthy of the recognition or when the process by which individuals are selected for special recognition is not deemed to be fair. However, such situations are not common and measures from school systems to honour employees and students have been increasing. These measures recognize the leadership of the individuals honoured and have a positive effect on staff, students and the community. In some ways, this recognition becomes a compliment to the employer as well since it focuses on the many positive things happening in the school system and serves to improve the morale of staff.

The Calgary Catholic Board of Education published in 1985 a report on *Recognition of Teacher Excellence*. The board had conducted a Canada-wide survey of one hundred of the largest school boards in Canada to find out to what extent they were involved in recognizing teacher excellence. The results of the 65 responding boards indicated that no board granted monetary rewards for teacher excellence and few Canadian school districts used non-monetary awards as a means of recognizing teacher excellence. Motivation and recognition for performance could be achieved without spending large amounts of money and without additional responsibilities or organizational changes.

This report's objective is not to describe solely what school boards do to recognize excellence since that term is too often associated with very formal methods of recognition and is often restricted to only a few staff members. Many of the measures described do apply to outstanding employees who have demonstrated excellence in their work. We also present ways in which school boards recognize any employee who has done or is doing something of value, something to be proud of.

Popular Ways of Recognizing Staff

According to our 103 questionnaire respondents, the most frequently mentioned methods used for recognizing staff are, in order of importance :

1) Recognition of long service
2) Letters and cards of commendation
3) Media publicity and school system publications
4) Awards/Gifts
5) Recognition at school board meetings
6) Certificates
7) Recognition events
8) Professional development opportunities/Speakers' Bureau
9) Leave policies

Recognition of Long Service

The most common way school boards recognize their staff is by holding a special ceremony to honour retiring and long-service employees. A section on recognizing long service and retiring employees is found in this report.

Letters and Cards of Commendation

An inexpensive but much appreciated way of recognizing staff is personal notes or cards sent by the director of education, chairman of the board of trustees, supervisors, or principals. Letters of commendation are usually sent for academic, professional, athletic or cultural achievement, community involvement, success and leadership. The River East School Division No. 9 in Winnipeg sends a letter of appreciation to any employee who provides outstanding community service beyond his or her normal division responsibilities. At Foothills School Division No. 38 (High River, Alberta) a special letter is sent to each employee being recognized for providing meritorious service to the division, community or province. As well, a photograph and appropriate description is printed in the annual report to the ratepayers.

Regina School Division No. 4 sends personal thank you notes with the board logo to individuals for a variety of contributions. The Hamilton Board of Education has created its own personal "A Compliment for You" and "Congratulations" cards which are sent to deserving individuals by the board chairperson, the director and other officials. In addition, Christmas cards are sent from the director and board chairperson to recognize various employee groups (i.e., caretakers, cleaners, educational assistants, etc.).

All teachers who receive a good or excellent teaching evaluation receive a personal letter from the superintendent of schools at Terrace School District No. 88 in British Columbia. Several school boards also mentioned that the superintendents write letters of acknowledgement to teachers who have received a complimentary performance assessment. As well, some school boards place letters of commendation to staff members in the employee's records.

Saskatchewan Valley School Divsion No. 49 (Warman) implemented a program two years ago designed specifically to recognize school staff. A central office employee selects a contact person in each school to act anonymously and submit information on staff who deserve recognition. Then, a handwritten card of thanks called an "orchid" is prepared and sent to the individual. The reason for sending the card may be that a staff member did a good job of coaching an extra-curricular activity or helped someone else in planning a project, a caretaker tended to some small job above the call of duty or a bus driver shared supervisory responsibilities on a field trip. The objective of the program is that every employee receive at least one orchid each year.

Media Publicity and School System Publications

The third most popular way to recognize staff is by writing about them in school system publications. System-wide recognition is made primarily through newsletters, director's bulletins, annual reports, press releases, newspaper ads and articles.

Annual Reports

Articles on exceptional achievement may be added to the annual report which is circulated to schools and ratepayers. In some school districts the annual report is distributed to all homes in the city. Regina School Division No. 4's annual report contains articles about staff and staff groups who are developing or implementing new programs. It also highlights the programs currently offered and credits teachers for their contributions. The annual report of the Commission scolaire Baldwin-Cartier (Montreal) contains a section that lists the names of employees and students who have distinguished themselves in an activity in education or related to it. The names of those who are retiring and those who have completed 25 years of service are also included.

Media Publicity and Ads

Local newspapers have long been an excellent source of publicity for the school system. In most communities, the local press will react enthusiastically about articles describing the outstanding achievements of school board personnel. Fostering a mutually beneficial relationship with your local media should certainly be a communications priority with your school board. Regular contact with the media, either by telephone, through press releases, press conferences or personal visits keeps them informed of the latest happenings. Giving the media leads for feature stories, inviting them to special occasions and providing them with the information they need encourages them to write articles or produce radio or television segments on your school system.

Although school boards are more aggresive today in seeking publicity from the local media, they are also increasingly ready to pay for media coverage by buying space or air time in newspapers, radio or television to get the message they want across to the public. For example, the Hamilton Board of Education places newspaper tributes in the local paper to recognize at least one outstanding member from various employee groups each year. A newspaper ad which includes a picture of the individual is purchased by the board. The ad is reproduced from the staff publication *School Team Newsletter*. The eight employees so honoured each year have been nominated by principals and selected by a subcommittee of the board's public relations committee from each of the eight employee categories.

Staff members of the Ottawa Board of Education are periodically featured in advertisements placed in local papers. For example, two different principals recently appeared in ads entitled *"What Makes Public Schools Great," "We care"* and *"We listen."* Employee comments often appear in advertisements and public service announcements regarding the city-wide professional development day. In the past, school secretaries were highlighted during Education Week. Schools encourage their neighbourhood newspapers to profile staff members, who often live in the immediate community, and the major daily newspapers also occasionally do feature articles.

As well as placing ads in newspapers, once a year many school boards pay to have a flyer or newsletter insert placed in the local newspaper. Through these annual newspaper supplements, boards endeavour, in addition to providing basic information about the upcoming school year, to give recognition to staff, award recipients, and commend unique programs, and special events.

School System Publications

School board and staff newsletters are emphasizing the fine achievements of employees and students. Staff newsletters are an ideal vehicle to recognize the accomplishments of staff. They foster in staff a sense that good things are happening in their school system, that achievements and dedication are noticed and appreciated. In some school districts, the superintendent or director issues a bulletin in which he or she compliments staff; for example, a monthly feature in the superintendent's Bulletin in Nanaimo School District No. 68 is a "CONGRATULATIONS!" column where significant employee contributions are applauded. The Edmonton School Board publishes *Good Things Are Happening in Edmonton Public Schools* and this publication is distributed to the local media and to schools.

The Ottawa Board of Education publishes both a French and English four-page monthly employee newsletter which looks at board news, personnel changes and opportunities, workshops, seminars and career opportunities and contains mini-profiles of employees and public relations tips. It is targeted to the needs and interests of all employees, be they teaching or non-teaching. Employee achievements, such as project initiatives, promotions,

appointments, retirements, and extra-curricular activities are continuously highlighted at the discretion of the editor and public relations officer.

In the staff newsletter of St. James-Assiniboia School Division No. 2 (Winnipeg) recognition is given to staff accomplishments from news items submitted by school principals (five to ten photographs and 20-30 names in each monthly issue). North York Board of Education has an in-house publication for all staff, *Board's Eye View*, primarily to reinforce and share all the good things that are happening across the system and to raise staff morale. Staff are regularly profiled and it is well received and considered a valuable publication by employees. The staff newsletter, published twice a month at the Lambton Board of Education (Sarnia), features staff achievements; the monthly report from the director to the board is entitled *Achievements of Staff and Students*. A monthly district bulletin at District No. 10 in Chatham, New Brunswick, has feature articles on new teachers with photos and detailed interviews as well as special notes by each district school.

News Releases

Usually, when an employee distinguishes himself or herself, it is brought to the attention of the local media through a news release. News releases publicly recognize outstanding accomplishments and high level appointments and are widely distributed to media as well as other community organizations. Care should be given to making them as visually appealing and interesting to read as possible.

Awards and Gifts

Awards have traditionally been a way to recognize outstanding employees. Our survey revealed, however, that there are mixed feelings about awards. School boards that have recently implemented awards have shied away from presenting only one or two awards. Rather, they have a number of categories in which several winners may be selected in each category.

Fort McMurrary Catholic School Board's Excellence in Education Awards

One of the most innovative awards system that we learned about through our questionnaire was implemented by Fort McMurrary Catholic Schools. In 1987, the board began its first annual "Excellence in Education Awards" reception dedicated to bringing recognition to staff, students and community members who have made an outstanding contribution to excellence in education within the city. The awards are presented during a gala evening in June and all staff are invited to attend. The program begins with a wine and cheese reception followed by remarks and presentation of awards, plaques and certificates.The purposes of the awards are:

1) To recognize the important role that our schools play in the life of the community and the importance of local citizen interest in and support of education
2) An occasion for public recognition of outstanding academic and teaching performance in the classroom
3) To honour students and educators who represent the call to excellence
4) To continue and expand a climate in schools that focuses on excellence
5) To serve as an incentive for others in the schools to continue their professional development with emphasis on excellence in teaching
6) To enhance the community image of, and respect for, educators
7) To create a positive feeling and a sense of accomplishment for the contributions of individuals who work within the field of education
8) To recognize publicly educators, support staff, volunteers and local businesses for their professional excellence as well as their interest in and support of educational excellence in the Fort McMurray Catholic School Board.

A total of 14 individual awards and nine team awards are presented. Twelve of the 14 individual awards may be won by school board staff. The program booklet for the Excellence in Education Awards reception contains the

name of each award, its purpose, all nominees and the winners. Here, briefly described, are the awards that staff are eligible to receive.

The Educational Leadership Award recognizes an administrator who has a clear, integrated philosophy of Catholic education and demonstrates effective educational leadership. *The Champion of Learning Award* identifies excellence in teaching and recognizes outstanding teachers who deserve peer and community recognition for showing initiative, creativity and an exceptional degree of professionalism. *The Venture Award* recognizes and acknowledges an individual who best supports or assists the goal of educational excellence in Catholic schools. *The Educational Office Employee of the Year Award* recognizes outstanding effort by an office employee in a secretarial position. *The Helping Hands Award* recognizes school and district support staff who play an important role within their facility and demonstrate effort beyond what is deemed satisfactory. *The Intrapreneurship Award* recognizes an individual or a team of not greater than five individuals who has created, designed, developed, enriched or revised a special program which has enhanced and improved the educational process within the district. *The Most Promising First Year Teacher Award* recognizes the Catholic school district's most outstanding novice teacher. *The Meritorious Attendance Award* recognizes any staff member for perfect attendance. *The Ambassador Award* recognizes individuals who are involved in and effectively and enthusiastically represent Catholic schools in the community. *The Christian Values Award* recognizes a staff member who is most outstanding in his or her support of the boards's values; in particular that essential value that every child is a gift of God. *The Tree of Life Award* provides recognition to staff, trustees, and/or community members who have provided distinguished service by making an extraordinary contribution to excellence in education in the school district. Finally, *The Extra Miler Award* recognizes staff members who put in extra unsolicited time; who are devoted to the cause of excellence in education.

In addition to these many awards, two other unique awards were presented by the Fort McMurray Catholic School Board in 1987. The board believes that one of the key contemporary management styles involves visible management. This can come in two forms:

- **Management by Wandering About** which entails a dedication by senior and central personnel to have frequent informal sessions with employees at all levels of the organization.
- **Management by Walking About** is known as the one-minute management approach. Essentially this involves a visit by a manager to each of his or her employees normally each day for a brief period of time, to confer, to give feedback and provide explanation or assistance.

It takes considerable effort to become people-oriented rather than desk-oriented, to unseat oneself from the office and wander around the organization or within the school building. The best run organizations seem to exemplify this trait. The superintendent of schools at Fort McMurray Catholic Schools believes that both these styles need to be promoted. Therefore, two awards to different individuals who exemplified the characteristics of these two types of management, one at the central level and one at the school level, were made available during 1986-87.

Lakeshore School Board Award of Merit

In order to provide a measure of official recognition to its employees, the trustees at Lakeshore School Board (Montreal) established the "Lakeshore School Board Award of Merit" which is granted annually to no more than five employees who have demonstrated outstanding performance in the service of students. There are no fixed categories; however, the nominated individuals must have provided outstanding performance which, in the school council's opinion, is deserving of this highest form of recognition. A Lakeshore School Board Award of Merit information kit is distributed to all schools and board offices. It contains:

- The Chairman's memorandum to the chairperson of the School Council
- Guidelines for the Award of Merit, suitable for reproducing as a handout to staff
- An enlargement of the guidelines for the Award of Merit, suitable for posting on a staff notice board
- One set of nomination papers (three pages)
- One envelope addressed to the Chairman, Award of Merit Committee, for returning nomination papers.

Any employee may be nominated by peers for activities or contributions deemed responsible for the betterment of students. A panel selects the recipients who are honoured with a plaque at a public dinner. Five awards of merit are given each year. Criteria for selection include contribution to the education of students, contribution to the community of the school board, and representing the goals of the school board in an exemplary fashion.

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Peel's Showcase of Excellence

A new program "Showcase of Excellence" at the Peel Board of Education (Mississauga, Ontario) honours staff, students and members of the community for their contribution to public education. The Showcase of Excellence evening kicks off Education Week in the region and therefore receives the benefit of not only internal publicity, since all schools are geared up for that week, but also external publicity as well. Three types of awards are given out to a number of recipients. The *Community Service Award* is for excellence in community service and is given to students or staff members who not only demonstrate excellence in the school but make exemplary contributions to the community through extra-curricular activities or volunteer work. The *School Life Award* is for excellence in school life and is given to students or staff members who contribute to the overall well being of the school. The purpose of this award is to recognize individuals or groups who contribute in ways that are beyond ordinary expectations. The *Special Service Award* is given at the discretion of the selection committee to individuals or groups from within the school or the school community who have made a unique contribution to public education in the Region of Peel.

Each superintendent in a field office plus special units may submit confidentially a maximum of six names for each of the awards and the Awards Committee chooses one representative in each category to receive an award. The criteria for selection help to achieve a cross-section of representation from the board: male/female; elementary/secondary; multicultural; grade/level; student/teacher/other employees, etc. The award is a plaque, which is presented at the Showcase of Excellence evening in April. Each superintendent submits a brief description of the award winners from his or her area for inclusion in the program.

Sesquicentennial Awards

The Toronto Board of Education's Sesquicentennial Awards were established in 1986 to recognize the distinguished contribution which the staff of the Toronto Board of Education have made to the quality of life in that city since its incorporation in 1834. Eight recipients are chosen annually: two (one teaching and one non-teaching staff) from each of the board's four administrative areas.

Candidates are nominated by students or parents of the Toronto Board of Education on a nomination form made available annually to school communities. The selection is made by Sesquicentennial Award Committees in each of the board's four administrative areas. A framed certificate signed by the chairperson of the board and by the director of education, and featuring the board's Sesquicentennial logo and the criteria for the award are presented to the recipients either at the inaugural board meeting or at the last board meeting in June. The event is publicized board-wide and community-wide through both internal and external publications as well as community newspapers.

Other Achievement Awards

Every year the Commission scolaire du Sault-Saint-Louis (Montreal) organizes for students and staff an evening to celebrate exceptional achievements on the academic, athletic, and administrative level. The main purpose is to encourage excellence and the achievements of about 100 persons are honoured each year. Plaques or trophies are presented to recipients who are selected according to the recommendations of teachers, principals, and superintendents. Recipients, accompanied by members of their family and their immediate superior, are hosted at the board office for a meal. The entire event is publicized by the local newspaper and the media coverage has a very positive impact on students, staff and the community.

The Scarborough Board of Education's A.S. Taylor Award, in recognition and honour of Anson S. Taylor, director and secretary-treasurer of the Scarborough Board of Education from 1961-77, is presented to individuals who have made outstanding contributions to education in Scarborough. The contributions may have been made on a single occasion or spanned many years. Those nominated for the award are considered in three categories: 1. teaching and/or non-teaching employees of the Scarborough Board of Education, 2. students enrolled in any school under the board's jurisdiction, and 3. residents of the Scarborough community not employed by or enrolled with the board.

The award may be made annually at the final board meeting of the school year or in conjunction with some other function such as the 25-Year Club Dinner or the Retirement Reception. The award consists of a special medal,

or a scroll, or both. A distinctive painting, sculpture or other personal gift may be used as an alternative or additional award. The total cost of each award is about $300.

The Commission scolaire de Chicoutimi highlights in a tangible way the effort at excellence furnished by students and staff by awarding two prizes called Supra and Méritas. The Supra is given annually to a staff member or to a group of employees and to one student or group of students, and the Méritas is given to groups of students. Supra recipients receive a $300 cheque that is presented by the board chairperson and vice-chairperson on the recommendation of the selection committee during a special event organized by the board. The selection committee consists of one representative from the board of trustees, one student, one representative from each personnel category, and the secretary general who acts as chairperson.

It chooses the finalists based on criteria that assess the quality of the contribution in work or in paraprofessional activities that took place during the school year. The contribution may be recognized for the following reasons:

* Highlighting one's area of work by one's involvement in an activity
* An active participation in an innovative activity or project
* A noteworthy contribution to a particular event or to program development
* A sustained effort towards the attainment of a personal or communal objective
* A distinction or recognition obtained as a result of participating in an academic, athletic, cultural, religious or community event
* An exemplary conduct or action.

The principal method of recognition at the Commission scolaire régionale de la Chaudière (Ville St-Georges) is the annual presentation to one employee of an excellence award by "La Fondation du mérite scolaire de la Régionale Chaudière Inc.," a foundation created by the school board. The award underlines a particular accomplishment during the year or a career accomplishment by a member of the school board staff that has significant implications for the entire community. The recipient will have either demonstrated creativity in his or her work, taken interesting initiatives in education, or demonstrated excellent work during several years. A gift and a cheque for between $200 to $500 is presented at a gala evening attended by employees, students and members of the community as well as the media.The purpose is not to reward the "best" school board employee but to underline the merit of a person who has distinguished himself or herself by creativity, initiative or excellent work. A committee formed of representatives from union or employee associations and from school administrators selects the recipient.

The St. Boniface School Division No. 4 policy manual states " The board appreciates the diligent effort made by its employees in achieving school division goals and objectives. The board is aware that there are exceptional achievements and contributions made by persons representing our schools, which favourably reflect on the whole character of the division. The board further recognizes the loyalty and long-time service of its employees." To give official recognition to outstanding achievements, the board has established regulations for giving awards and a dinner in their honour. Awards are given to employees and community members in two categories: awards for professional staff (teachers, in-school administrators, and central office pedagogical staff) and support staff (clerical, janitorial, transportation maintenance, instructional aides, teacher aides and mid-management employees). Recipients will have made an exceptional contribution in more than one of the following areas: professional competence, program innovation, volunteer work (committees), extra-curricular activities and community service. The awards, consisting of engraved plaques, are presented annually and there are not more than three awards in each of the two categories in any year. A selection committee consisting of board members, administrators, non-teaching and teaching staff and a parent, circulates copies of the nomination forms to all school and board offices and makes the final selection.
Each year, members of the Executive Council at the Carleton Board of Education may nominate a single candidate from academic, administrative or support staff for the Director's Citation. A plaque is awarded for outstanding significant contribution, probably over an extended period of time, showing a level of imagination, enthusiasm and professionalism that constitutes a worthy model for others. The plaque is presented annually by the director of education.

The Dryden Board of Education in Ontario has a policy that recognizes outstanding achievement of staff members and students in the field of education as well as for special services performed by parents and community volunteers. All board employees, trustees, and members of the educational community are invited to submit names and supporting information on outstanding achievements or special services to the office of the director of education. The board Recognition Committee reviews the applications and makes recommendations for awards to the board of trustees. The awards are presented annually at a June reception.

The York Region Board of Education gives two major awards out each year. The Outstanding Service Award established in 1981, and the Excellence in Education Award, established in 1984, are presented to individuals in the board and in the community who have furthered the board's goal of excellence in education. Usually four awards are given in each of the board's six areas. The names and letters of nominees are submitted to the Excellence in Education Committee, the body responsible for deciding the recipients. Committee members include trustees, area representatives and the board's information officer. Those eligible are from any one of the following categories: secretarial/custodial; teaching; support staff; school liaison, such as teacher aides, bus drivers, crossing guards; parents; and business groups. These awards are given once a year at a board meeting and recipients receive a plaque with the board crest and their name on it.

Where applicable, the London Board of Education nominates superintendents, principals, teachers and support staff for provincial and private awards. Nominees' names are sent to the Administrative Council, composed of senior staff, who decide which names will be forwarded to the appropriate award committees.

All employees at the Frontier School Division No. 48 (Winnipeg) may be nominated for the Award for Outstanding Contribution and selection is done by a committee of the board and the chief superintendent. Awards are made once a year in a local ceremony and presentations are made by senior staff and/or board members.

The Ottawa Board of Education's General Level Excellence Awards began in 1986 and are designed to recognize and reward professional growth that has benefited students in general level courses. There are two sets of General Excellence Awards — pins and certificates at the school or administrative level, and a limited number of system-wide awards. School nominations are made by principals, vice-principals, or departments heads on the basis of attitude toward the students, mastery of subject matter, links with community development, etc. The General Level Steering Committee can also suggest deserving individuals from various departments. All nominees receive a special pin and Certificate of Merit. A limited number of system-wide awards, chosen by the General Excellence Award Committee chaired by the director of education, are also awarded. The pins, certificates and awards are presented to recipients during a special reception.

Educator Awards

At Peterborough County Board of Education, an Educator of the Year Award has been well received by the schools and the community. The award is presented to a member of the teaching profession (teacher, co-ordinator, administrator, instructor) in Peterborough County who:

- has exemplified a high degree of competency, professionalism and leadership
- has made a significant contribution to education in the past year or over a period of time
- may have made his or her contribution to education through a recognized organization which supports the education system
- may have initiated or was involved in an educational project that has considerable impact on the county.

The board also presents an Award of Merit to recognize a citizen (outside the teaching profession) who through his or her involvement has made a significant contribution to the educational system in Peterborough County in the past year or over a period of time. The nominee may be involved in an educational project that has a considerable impact on the county, with a recognized county organization which supports education, or in organizational aspects of school activities. These awards are advertised community-wide and the two recipients are honoured at the Education Week opening breakfast. All those nominated receive wide recognition as well.

At the Windsor Roman Catholic Separate School Board, the J.F.J. Award (named after the first director of education), administered by the Principals' Association, is presented annually to an educator nominated by his or her peers as outstanding in the school system. The Hastings-Prince Edward County Roman Catholic Separate School Board (Belleville) participates in an Educator of the Year Award in which nominations are received from all parts of the community served by the public and separate school boards. Any employee or any citizen who has made a noteworthy contribution to education may be nominated and one recipient is selected annually by a committee. A Teacher of the Year Award, sponsored by the Etobicoke Board of Education in conjunction with a local service club, usually alternates between elementary and secondary teachers. Nominations are made by principals.

County of Newell No. 4 (Brooks, Alberta) presents an award for Outstanding First Year Teacher to an elementary and secondary teacher in its division that meets the criteria. A plaque is presented by the superintendent

of schools at the annual Alberta Teachers' Association retirement ceremony in September. The recipients are selected by the superintendent and the deputy superintendent.

The annual Claude Watson Award is given to a member of the North York Board of Education teaching staff who, in the view of the Election Committee, best exhibits the professional qualities and characteristics personified by the late assistant director of education. By recognizing the uniqueness of each individual recipient, the award commemorates the insights and convictions held by this outstanding, innovative educator. The recipient must meet the criteria in a most positive manner, and his or her contribution to education both in the city and beyond must be noteworthy.

In Barrie, the Simcoe County Board of Education's Curriculum Award is presented annually in conjunction with the County Curriculum Development Conference to one teacher who is making an outstanding contribution to curriculum development. A plaque is presented to the recipient who is selected by a committee of teachers. The "Honoured Educator Award" at Medicine Hat School District No. 76 in Alberta is presented annually to educators who have retired from active, full-time service. Trustees or educators may nominate educators with 15 years of superior teaching performance or district leadership as a school administrator; special service to education; and service to the community beyond the walls of the school, such as work in service clubs, youth groups, and community organizations. Up to three nominees may be selected for this honour by the board's Public Relations Committee. Pictures of the educators are added to the Honoured Educators' wall in the school district's administration office.

The R.T. Macaulay Award is presented annually to a classroom teacher at the London Board of Education in recognition of excellence in teaching to the needs of individual students. The award includes participation in a field trip. As well, the H.G. McTaggard Award, first introduced in 1988, is presented annually to a school principal for consistent excellence in leadership. To be considered for the award, a principal must have been at least five years in the position. A panel of area superintendents and presidents of elementary and secondary principals' associations make the selection from nominations by the area superintendents. The annual Townshend Award for Teacher Excellence is co-sponsored by the Ontario Secondary School Teachers' Federation District 4 and the Anglican Diocese of Huron. The award was instituted in 1978 and is presented to a secondary school teacher or administrator who best exemplifies the philosophy of education of retired Bishop W.A. Townshend. The selection is made by a committee of federation and diocese representatives from a list composed of one nomination from each secondary school.

Recognition at School Board Meetings

The fifth most popular method of recogizing employees is at board meetings. The North York Board of Education policy to recognize outstanding achievements states:

Whenever a North York student or staff member realizes a high degree of success or an outstanding achievement in some endeavour related to athletics, the arts or in an academic discipline which brings honour and acclaim to the student and to the educational system of which he or she is a member, acknowledgement of such an achievement shall be made, e.g., though a reception and the awarding of commendation to the student/staff (accompanied by immediate family members, if possible) at a meeting of the board of education, or by other appropriate means.

At School District No. 38 (Richmond, B.C.) it is a regular board agenda item to verbally recognize the outstanding achievements of one to six students or staff. In addition, a letter of commendation is sent to each individual so honoured. Nominations may be made by anyone and they are screened by a board committee. Individuals whose achievements have been acknowledged by other groups are often presented to the board at a public meeting of the Regina Board of Education to familiarize trustees and others present with their achievements and to receive thanks for their efforts.

Trustees at the Edmonton Public School Board recognize at board meetings significant promotions, retirements, exchange teachers, and staff who have made outstanding contributions and have already been recognized at district, city, provincial, national or international levels. Past examples include coaches who staged a particularly successful basketball tournament in the district, teachers and students who helped convince city council to reinstate a popular and effective program run co-operatively by the police department and the school district, employees who gain national and international acclaim and teachers who have been runners-up for the Edwin Parr Award. (The

Alberta School Trustees' Association's Edwin Parr Teacher Award recognizes exemplary first-year teaching in Alberta while also contributing to employee morale and commitment.) During board meetings, trustees also draw public attention to important events and activities. For instance, at a May 1987 meeting, the trustees acknowledged Canada Fitweek by having students and staff make a presentation that involved a physical activity. It was dramatic, interesting and it served to recognize the efforts of staff and students.

Photo displays of award recipients being recognized for outstanding achievement in the York Region Board of Education (Aurora,Ontario) are often set up at board meetings. A special pin is presented at a board meeting to individuals who are being recognized for exceptional service at the Board of Education for the City of York. Staff members at the St. James-Assiniboia School Division (Winnipeg) who report on an educational item at a board meeting receive special pens to show appreciation for the report as well as for the educational effort being undertaken; these pens are not available in any other way.

Over the past few years, the Peel Board of Education has attempted to highlight the good work that goes on in its schools. Students and staff are regularly invited to a board meeting to receive a special certificate and a Peel Board of Education baseball cap. Because the press regularly covers board meetings and the public gallery is usually filled, there is a heightened level of awareness of the kinds of activities the board engages in. It also allows trustees to comment in a positive way on events in the schools and it sets a good tone for the regular business that follows.

Once each month at the regular meeting of the board at School District No. 47 (Powell River, B.C.), the proceedings are prefaced by a good news presentation by a school. It provides an opportunity, on a rotating basis, for each school to show and tell good things that are happening to employees or students.

Certificates

Presenting certificates of recognition and involvement to staff, students, volunteers and community members is another popular way school boards recognize achievement. During the 1985-86, School District No. 26 (Fredericton) inaugurated a Certificate of Merit program to recognize outstanding achievement in the performance of duties by both professional and support staff. Nominations are reviewed by the office of the superintendent and the Public Relations Committee of the board. Ratification is made by a vote of the full board of school trustees. Successful candidates are formally recognized by the board and superintendent in a ceremony attended by senior staff, board members, colleagues and the media.

Since 1987, the Commission scolaire Baldwin-Cartier (Montreal) has awarded honour certificates to personnel and students whose achievements have been highlighted by the media, conferences, and other public forums outside the board as well as outside the city. Those honoured are invited by official letter to attend a public board reunion in the company of their parents and friends. The chairperson presents them with certificates; their names are recorded in the minutes of the meeting.

According to the Carleton Board of Education's Policy on Certificates of Recognition, a Certificate of Recognition may be presented to any person, whether or not employed by the board, who is considered to have made a substantial contribution to achieving the board's aims and objectives. Nominations may be made by trustees or the director of education to the Personnel Committee and they should include biographical data and information to substantiate the nomination. The Personnel Committee assesses nominations, and recommends to the board those whom it considers should be honoured. The framed Carleton Board of Education certificate is presented annually in May or June by the chairperson of the board. Certificates for Dedicated Effort are awarded to staff members who have demonstrated a sincere dedication to duty. The Best Suggestion Certificates are awarded when suggestions from staff are implemented and result in significant identified improvement. A Cost-saving Certificate is awarded for the best suggestion as judged by the finance department. All these certificates are presented semi-annually by the supervisor or superintendent. Upon the recommendation of a principal, each term a certificate and letter of thanks may be presented to parents or adult volunteers by that principal or by the superintendent of schools.

An Employee Suggestion Award given at the Dartmouth District School Board is open to all employees for 1) a cost-saving suggestion, 2) a suggestion for the development of a more efficient, effective procedure or operation, 3) an innovation in equipment design, 4) or a change in service delivery methods resulting in more effective service. The award, determined by a committee, consists of $50 accompanied by a certificate that is presented by the chairperson of the school board.

Recognition Events

School boards may hold social events which serve to recognize the contribution of individuals to the system. These events range from formal and expensive (banquets) to informal and inexpensive (thank you teas). Boards who limited the number of staff who could attend such recognition suppers or receptions in the past are now favouring establishing a nominal charge in order to invite all staff who wish to attend. They have found this to be a positive gesture for staff morale. In 1986, the North York Board of Education adopted a new logo and slogan "Champions in Education." They now have a "Champion Day," an end-of-year celebration to honour staff and students generally but particularly to pay special tribute to those who have in some way excelled or been honoured over the year. The "champions" receive special individualized invitations and wear a champion name tag and ribbon at the celebration. In 1987, 1,500 participants attended a barbecue at Forest Valley Outdoor Education Centre. Music was provided by staff and students, and there was a photo display of the year's achievements.

An annual banquet for all high school staff involved in organizing athletic events, including coaches, principals, and all building supervisors, has been held at the Ottawa Board of Education for over 15 years. In 1987 almost 500 people attended the event at a local golf club. Convenors of sporting events are also recognized at a small dinner at another time of the year.

Principals, consultants and supervisory staff at Regina School Division No. 4 are invited to an annual dinner hosted by the board where the achievements of staff are highlighted. The board also hosts a "Good Neighbour Dinner" for staff members and businesses that participate in the "outdoor schools" program which involves transporting students to community and rural sites for learning experience. As well, the achievements of central office staff are acknowledged at an informal staff coffee party once a month at which treats are served. Curriculum and program groups such as those involved in gifted education hold appreciation lunches to recognize the individuals involved with their specific programs. These are relatively informal get-togethers and are usually held at the board office. As tokens of thanks for special efforts, the board gives lapel pins, a book on the history of Regina Public Schools, brass school bells and engraved brass apples. Peace River School Division No. 10 in Alberta holds thank you teas for deserving individuals.

At Nanaimo School District No. 68, a superintendent's pin featuring the district logo has been devised and presented to a few individuals in recognition of their meritorious service to the district. To provide the widest possible audience for these awards, pins have been presented at public events s. A staff recognition evening with food, drinks and addresses by board members and officials is held at the Hamilton Board of Education to give outstanding teachers recognition. Individuals singled out by principals for their dedication to students beyond the call of duty are honoured.

An Employee Recognition Committee is in charge of developing ways of recognizing contributions by individuals or staff at the Board of Education for the City of York. As well, it plans special functions - annual picnics, employee dances, hot dog days, and baseball tournaments - to foster good relations among staff.

Support Staff Recognition

Fort McMurray Catholic School Board holds a Support Staff Day during Catholic Schools Week to recognize how important all support staff are to the efficiency and effectiveness of school district operations. All support staff - custodians, aides, secretaries, maintenance staff, clerical staff, bus co-ordinators, etc., are honoured. The purpose is to reaffirm how valuable the support staff is to the school district team; to show appreciation to the support staff for their contributions towards the achievement of district goals; and to provide them formal recognition . The board selects a day for recognition and provides a catered lunch for support staff.

School bus drivers at Willow Creek School District No. 28 (Claresholm, Alberta) are given a school division jacket when they complete five years of safe driving. Yearly awards for safe driving are presented by board members associated with transportation to accident-free drivers at a year-end barbecue. Seven Oaks School Division No. 10 (Winnipeg) has established a Safe Driver Safety Award to recognize the safe driving practices of its bus drivers. Annually, the board provides a $25 cash award to each driver who has had an accident-free year. When a driver has an accident-free period of five or more consecutive years, further cash awards are presented as follows : five years- $50; ten years - $100; 15 years - $150; 20 years - $200; and 25 years - $250. The awards are presented at a luncheon attended by all non-teaching staff.

At an annual conference, bus drivers at school District No. 20 (Saint John, N.B.) who have met the established criteria are awarded safe driving certificates in the presence of their working peers. Regina School Division No. 4 acknowledges the taxi drivers who work with special education students at an evening get-together where they receive board mementos and a light lunch. They also share some of their solutions regarding working with special needs children.

The Chairman's Award began at the London Board of Education in 1982 and is presented annually at a September meeting of the board to the custodians of the elementary and secondary schools who are in charge of the buildings and grounds considered to be in the best condition for September school opening. The selection is made by a committee of four plant staff members. Runners-up for the award are also recognized.

Professional Development

A popular way school boards use to give recognition to outstanding employees is by providing them with opportunities for professional development, a measure that provides a number of benefits to the school system. In 1984 the Calgary Catholic Board of Trustees formed a task force to review ways and means of recognizing teacher excellence. The committee reviewed merit pay, career ladders, master teacher and teacher recognition and published a report *Recognition of Teacher Excellence*. Several of its recommendations, in modified form, were implemented by the board in the 1985-86 school year.

Promotion and Advancement — A number of assistant principal positions were created.
Differentiated Staffing — The board employed lunchroom aides and increased secretarial allocation in an attempt to free teachers from "non-teaching" activities.
Feedback — The board embarked on an extensive upgrading program in supervision and evaluation of teachers and administrators. As a result, principals' evaluation remarks and teachers' "growth plans" have provided staff with positive feedback.
Non-monetary Recognition — The Centennial Ball, Education Week, District Newsletter, etc., are examples of the board's attempts to recognize teachers.
Improved Working Conditions — The board employed additional corrective learning teachers in its elementary schools. Additional teachers were also employed to lower pupil-teacher ratios in grades 1 to 3. Principals will continually be encouraged to involve teachers in planning, purchasing school materials and supplies and in overall decision-making.

Teacher Plus Program (TPP)

Another facet of the Calgary Catholic Board of Education's task force recommendation was approved in 1986. This component provides teachers who perform meritoriously with an opportunity to pursue educational travel, research, or upgrading. The recognition of teacher excellence should consider each teachers as unique and different. In short, the TPP contains a degree of job description differentiation which recognizes that teacher performance, like student performance, varies. The Teacher Plus Program :

1) demonstrates respect for teachers and teaching by identifying teachers who are considered by a committee of peers as performing in an exemplary manner;
2) provides financial rewards and incentives - up to ten days of release time with a travel grant of up to $1,500, thus allowing teachers to spend time on a self-selected professional activity;
3) furnishes additional release time, allowing teachers to assist the district in its pursuit of academic excellence.

The TPP assumes that improvement of the individual implies improvement of the district. It provides distinguished teachers with professional development opportunities that are self-directed and system-approved. The completion of a specified plan of professional development activities will result in improved skills and increased knowledge and, therefore, in improved educational opportunities for students.

The TPP focuses on two concepts derived from the recommendation made by the task force: personal opportunities for professional development and duty assignments which recognize the professional competence of

the teacher. Its purpose is to 1) recognize distinguished teacher performance; 2) retain and attract outstanding teachers; 3) improve teacher skills and knowledge and, thereby, improve the quality of education available to students. Teachers eligible for this program must teach more than 70% of the time in the classroom and may receive a TPP award once every three years. About 100 awards of up to $1,500 for study and travel plus release time are available to teachers. A selection committee evaluates the applications and prepares a list of those to be recommended for consideration as distinguished teachers. The following criteria are used by the committee:

Overall excellence and outstanding performance by a teacher in the following areas:

1) Effective pedagogy; effectiveness in teacher/student interactions; effectiveness in relationships with colleagues; effectiveness in contacts with parents, the community and the parish; effectiveness in contributions to the total school program; effectiveness in curriculum developments and professional improvements;
2) Establishment and achievement of annual goals and objectives;
3) Other factors relating to overall outstanding teacher performance including attendance and voluntary participation in non-mandated school activities and programs.

Once the committee has recommended the teacher for the award, the associate superintendent of personnel reviews and approves in co-operation with the teacher's principal, a personal professional development plan for the teacher.

Professional development activities provide a stimulating way to enhance the personal growth of employees, give employees the opportunity to meet with others inside and outside their school system, to share ideas, to learn from each other and to bring back a new perspective into the school system. Outstanding teachers at Green Bay Integrated School District (Springdale, Newfoundland) are invited to assist with in-service in their areas of expertise. They are also given opportunities to attend conferences or other in-service activities outside the district. At the Hamilton Board of Education, all staff are invited to serve as part of a Speakers' Bureau whose members address community groups. These groups complete an assessment form, which is nearly always extremely complimentary about the staff. This information goes to the director, who, in turn, sends a personal letter recognizing the speaker's contribution on behalf of the school system.

The board of trustees of the St. Vital School Division No. 6 (Winnipeg) recognizes the importance of developing leaders and leadership skills in staff. This development enhances the personal growth of teachers and benefits the system. To achieve this goal the board offers professional development opportunities, such as a seminar series, for those interested in acquiring and refining leadership skills.

Staff members who display leadership qualities in curriculum or program development are given recognition in four ways at Powell River (B.C.) School District No. 47:

1) through funding support directly from the board or via the board to other agencies to support innovative practices;
2) through direct board funding to allow individuals to attend major educational workshop conferences or study tours to other school jurisdictions;
3) through the provision of release time from normal educational duties;
4) through invitations to make presentations to the board at public meetings. As well, a professional development fund also supports innovative practices or individuals who show leadership in the professional development area.

Educational or Personal Leave

One way school boards recognize staff is by providing educational leave for conferences, educational sessions and study groups. Personal leave is another way of rewarding staff. For example, at St. Vital School Division No. 6 (Winnipeg), one day of personal leave is granted to junior and senior high school basketball and volleyball coaches. One half-day of personal leave is granted to junior and senior high school cross-country coaches, track coaches, badminton, elementary basketball, and high school soccer, fastball, field hockey and team handball coaches. Recommendation for this leave is considered during the term in which the coaching obligation is fulfilled. This policy is being studied to include anyone who deserves to be recognized.

Other Methods

In addition to these usual popular methods of recognizing staff, there are, of course, many others. Regina School Division No. 4, for example, has a policy for naming of educational facilities, which was approved in November 1987. It states:

The board will name schools, special areas within schools, board office building(s) and other board-owned facilities in recognition of contributions to education of individuals associated with this community, special events of historical significance, and geographical features in the Regina area. Members of the board, the board's staff and the general public are encouraged to add names to the board's list of people who may be considered worthy of recognition. The final decision in each case shall rest with the board.

Each year the chairperson names a standing committee of board members to receive requests for naming school facilities, special areas within schools, or other board-owned facilities. From time to time the director informs the staff and general public that they may submit names for consideration. Each staff member or citizen who submits a name is asked to provide a short biographical sketch of the nominee.

In preparing its recommendations, the committee is guided by the criteria set out below:

1. In general, schools should be named for persons whose major contribution has been in the field of education. Consideration may be given to: a) pupils; b) teachers, administrators, and other board employees; c) board members; d) parent volunteers; e) department of education officials; f) university staff; and g) officials of organizations that work in close co-operation with the board (e.g., Public Health, Parks and Recreation, City police, YMCA, YWCA, Red Cross).
2. The following factors are assessed when an individual is being considered for recognition: a) length of service; b) nature of service; c) personal qualities; d) unique contributions to the board's instructional program; e) unique contributions in a certain area of the city; and f) outstanding service at pivotal points in the history of the school system.
3. In order to ensure opportunities for many people to be honoured, the committee shall also consider other types of recognition that an individual has received, such as the naming of a street, park or other city facility.
4. All things being equal, there is merit in naming a school for a person who is still living in the community since he or she would be in a position to visit the school and relate directly to pupils.

To extend the opportunities to recognize outstanding individuals, consideration may be given to naming gymnasiums, resource centres, auditoriums, cafeterias, athletic and outdoor education facilities, for individuals specifically associated with the plannning, development or use of particular facilities.The general criteria to be applied include length of service, nature of service, unique contribution, and personality. The board will normally consult with the principal an staff of the school concerned, before making a decision. School staff are encouraged to take the initiative in submitting proposals for recognition of present or former staff members.

RECOGNIZING LONG SERVICE AND RETIRING EMPLOYEES

Recognizing long service is the most common way school boards recognize their staff. Every board acknowledges in one way or another retiring employees and most have established official ways of celebrating long service; in fact, the manner in which most school boards do so is quite similar. The most popular way of recognizing retiring employees is holding a dinner or a reception - an annual retirement banquet - in their honour. The honoured guests, their spouses, trustees and senior school board staff usually attend. Retiring employees are honoured individually with presentations that highlight their career with the board, and each employee is presented with a gift by senior administrators or trustees and given the opportunity to say a few words. Some school boards may incorporate this event into a bigger recognition night for other staff as well. For example, the dinner is combined to also honour long-service employees and those who will be presented with awards for outstanding achievements. Retiring employees may also be invited to all future receptions for retiring employees.

The earliest at which the majority of boards begin to recognize long service is after ten years of employment, although one board in our survey did recognize employees after seven years. Usually service is recognized in five year increments: 10 years, 15 years, 20 years, 25 years and 30 years. The biggest celebration is almost always reserved for employees with 25 years' service, these employees are honoured officially at a dinner, those with fewer years may be recognized at another time in a more informal manner.

Gifts

In practically every case, the board gives retiring employees one or more gifts. Most often, a gift is selected personally for the individual in consultation with family, friends, or colleagues. However, a number of boards have decided to present the same gift to all employees. As well, some boards choose to present a personally selected gift as well as a board certificate, pin or plaque. The most common gifts are: 1) personal gift, 2) engraved plaque, 3) certificate, 4) silver tray, 5) cash gift, 6) watch, 7) pin , 8) engraved bell, 9) clock and 10) art.

In some boards, the value of the gift provided to a retiring employee is based on the years of service with the board. The Commission scolaire de l'Industrie (Joliette), for example, offers retiring employees who have 15 or more years of service a gift whose value is determined according to the following rule: 15-19 years of service - $100; 20-24 years - $150, and 25-30 years - $200. The value of the gift for employees with 30 years or more of service is at the discretion of the school board.

Peace River School District No. 10 (Alberta) provides retiring employees with the greater of the value of their service award or retirement gift. Generally, the value of the gift would be in excess of $10 per year of service (for example, those with 30 years service would receive a gift with a value of about $300). Gifts are selected in consultation with the employee's family, friends or colleagues. Most employees are also honoured at a tea.

At Red Deer Public School District No. 104 (Alberta) retiring employees are recognized by the following cash gifts as well as a plaque : 15-20 years of service with district — $200 ; 21-25 years of service — $400 ; 26-30 years of service — $600 ; 31-34 years of service — $800 ; 35 plus years of service — $1,000. The board honours

most retired teachers at the ATA Retirement Banquet held in June and the chairperson of the board presents the cheque and the plaque. Support staff receive the board's recognition at their individual school or at the central office. The Dryden (Ontario) Board of Education's policy stipulates that all staff members who retire be recognized with a gift not to exceed $50.

The New Brunswick Department of Education issues a certificate of merit to all retiring employees in the province's school boards as well as to all employees who have 25 and 35 years of service.

Peel Board of Education (Mississauga) presents retiring employees with a silver tray engraved with their name and the date of their retirement. In addition to a major board-sponsored function, individual schools and departments may host celebrations for retiring staff by holding coffee parties, wine and cheese receptions, or dinners. As well, organized staff groups such as unions, hold annual retirement dinners for their members. At the Halton Board of Education (Burlington), a formal dinner is held for all retiring employees and they are recognized with a slide presentation, remarks by the director and a gift. During the retirement dinner, the Simcoe County Board of Education (Barrie) has a slide presentation that encompasses a short biography of each retiring employee. At St. James-Assiniboia School Division No. 2 (Winnipeg), a photograph is taken of each retiring employee with his or her spouse, the director of education and a trustee. This photograph and a special dinner program are given to the retiree as keepsakes. Usually at the dinner a bouquet of flowers or a specially decorated cake that the retiree can take homeis alos provided.

Retiring employees at Regional Administrative Unit No. 2 (Summerside, PEI) are given a retirement dinner and presented with a hand-crafted clock of bird's eye maple — teachers receive a "school" clock; other employees receive a mantel clock. Lakeshore School Board (Montreal) presents a soapstone carving or figurine to their retiring employees at a dinner. The Strathcona County (Sherwood Park, Alberta) Board of Education's *Honours, Awards, Special Recognition Policy* stipulates that those retiring receive a plaque or suitable memento; a written message from the reeve or school board chairperson; and the retirement and service are recognized in the local media or staff bulletin. Awards are presented formally at a reception held for all employees in June.

When a teacher or an administrator at SchoolDistrict No. 20 (Saint John) submits a letter of retirement, the assistant superintendent of schools and personnel takes a few minutes to highlight this person's contribution in education at the public school board meeting. In addition, the secretary of the school board writes an expression of appreciation on behalf of the school board and an assistant superintendent prepares a personal note in which he or she explicitly mentions some contributions that have been realized in the school system due to the efforts of the retiring staff member. These letters are warmly appreciated. In addition, the board holds a evening celebration in honour of retiring employees.

At the Commission scolaire Baldwin-Cartier (Montreal), employees who are retiring and those with 25 years of service are invited, along with their spouses, to the board office for 5 p.m. the first Monday in June. Each retiring employee is introduced by his or her immediate superior who briefly describes the person's career. The chairperson of the board then presents a souvenir sculpture (usually inuit art) to each retiree and a photo is taken. After this, employees with 25 years of service are honoured with a brief speech by the communications director and a a trustee presents a framed certificate as well as a child's drawing done especially for them. The event lasts about one hour and a half; afterwards a hot and cold buffet and wine are served.

At the Scarborough Board of Education, a retirement reception is held at the Education Centre in late spring. Retiring employees each receive a brass school bell with a board crest on it, a plaque inscribed with their name and years of service, and a picture of themselves with the board chairperson.

Not all boards host a dinner or banquet. At School District No. 25 in Oromocto, N.B., for example, a presentation to retiring teachers is made at a school board meeting. The board presents employees with a framed certificate of appreciation individually lettered with the teacher's name and years of service, date and signed by the board chairperson and the superintendent. At Qualicum School District No. 69 (Parksville, B.C.), a silver tray is presented to a retiring employee at a special board meeting. Employees with 20 years' service have lunch with the superintendent and chairperson of the board. Winnipeg School Division No. 1 invites retiring employees and their families to a reception hosted by the trustees. Guests are served tea and dainties by the trustees and senior administrators and are entertained by a senior high school choral group. Each retiring employee is acknowledged and presented with a certificate of service by a trustee.

At St. Albert School District No. 3 in Alberta, a wine and cheese social is held at 3 p.m. early in the school year. Retiring employees receive a gift and a certificate of recognition and a board member gives a speech. Terrace

School District No. 88 in British Columbia gives official recognition to retiring employees at a board meeting and a gift up to a value of $250 is made in the employee's school or at a party with peers.

Retirement teas are regularly held at the Regina Board of Education. Often there are two, three or four separate events put on by different groups with open invitations. At these events there are gift presentations and entertainment often in the form of a skit that deals with the employee's work experience. The board also has a Retirement Gratuity Policy which stipulates that an employee is eligible for a retirement gratuity equal to 10% of the regular annual salary, plus one-half day's wages for each additional year, or part thereof, of employment, in excess of ten years, based on the salary rate in effect at the time of retirement, providing that the last ten years of service have been with the Regina Board of Education; that the retiring employee has reached a minimum age of 50 years; and that service with the Regina School Division No. 4 (and the former Regina Public School District No. 4 and Regina Collegiate Institute) only will be considered when calculating the gratuity. In the event of death after the age of 50, a gratuity, based on these same retirement criteria, is paid to the estate of the deceased.

The Hamilton Board of Education hosts a retirement reception where the guests of honour receive flowers and enjoy hors d'oeuvres and dessert. Their outstanding contributions are recognized by the board chairperson, the director of education and superintendents. At Powell River (B.C.) School District No. 47, the board gives a gratuity to retiring employees equal to one-third of unsused sick days to a maximum of 100 days. Retirees are honoured at a dinner hosted by the board each June. In addition to the retirement gratuity, each retiree is given an engraved silver tray to mark the occasion.

The North York Board of Education honours each of its retirees at an outdoor garden reception in June. On this occasion, those retiring, along with their family and friends, jcome together for an afternoon of recognition, entertainment and refreshments. Each retiree is acknowledged publicly and presented with a commemorative gift by the chairperson of the board and the director. This event occurs in a beautiful outdoor setting and is a much looked-forward-to event.

Long Service Awards

Our respondents indicated that long-service employees are most often honoured after 25 years of service, followed by those with ten years of service. Most boards that honour employees after ten years do so every five years thereafter. The most common gifts offered to long-service employees are, in the order most often mentioned by our respondents: a pin, a certificate, a plaque, a watch, a pen, a tray, a school board seal, a ring, art, and cash.

In many cases, long-service awards are presented at the same time as retirement awards, that is, during a special dinner, reception or wine and cheese party. For example, Lethbridge Catholic School District No. 9 has an annual banquet for all staff where pins are given to those employees with ten years' service, pens for those with 15 years and watches for those with 25 years. The Windsor Roman Catholic School Board honours employees with 25 years of service and trustees with ten years of service — they receive a pin and a scroll. The Commission scolaire de l'Industrie (Joliette) honours those with 25 years service with a gift valued at $150.

Winnipeg School Division No. 1 gives a one-month-long service leave over and above the annual vacation for all non-teaching employees with 25 years' service. There is a trustees' reception for all retiring employees and their families where those honoured are presented with a copper tray; employees with 40 years' service receive a silver tray. Burnaby School Board hosts a long-service award dinner and reception for all 25-year staff where each employee is presented with a gold district pin and a certificate. The reception is attended by trustees, senior staff and the employee's immediate supervisor and is usually held in January each year. The names of the 25-year employees are circulated throughout the school district in board publications and in community newspapers.

Nipawin School District No. 61 (Saskatchewan) holds an annual appreciation banquet for all employees in November. The Nipawin Teachers' Association helps organize the event and sponsors a dance following a formal meal. Awards are presented to employees with ten years and 15 years (pin), 20 years (pen and pencil set), 25 years (silver tray), 30 years (gold watch), and 35 years (bronze plaque) of service. Letters are sent to all employees inviting them and their spouse. An invitation is also extended to all district trustees and members of the board and the press.

At Central Okanagan School District No. 23 (Kelowna, B.C.), certificates of appreciation are presented to staff (both teaching and non-teaching) with ten or 20 years' service in the district. The ten-year certificates are presented to recipients at their school or office, those with 20 years' service receive their certificates at a public board

meeting. The Leeds and Grenville School Board (Brockville, Ontario) presents specially minted silver (15 years) and gold (25 years) pins. The awards are made at a large annual banquet scheduled specifically for that purpose and hosted by the director of education and the trustees. Employees with 25 years of service at Peterborough County Board of Education are presented with a Quarter Century Club wristwatch.

At the Garden Valley School Division No. 26 (Winkler, Manitoba), all employees in the division participate in the annual awards banquet, hosted jointly by the board, the Garden Valley Teachers' Association and a support staff employee group. The following awards are presented to trustees and staff:

Trustees	**Gift**	**Board Employees**
3 years' service	certificate and plaque	10 years' service
6 years' service	seal, pen and pencil set	15 years' service
9 years' service	seal and ring	20 years' service
12 years' service	seal and gold watch	25 years' service

Long service at the Calgary Board of Education is recognized by a cash bonus each December — $300 is awarded to employees with 15 years of service and over. A reception and presentation of a gold board pin is held annually, in May, for employees who have served for 25 years.

Each December or January, County of Newell No. 4 (Brooks, Alberta), presents its staff with long-service awards. After ten years a special commemorative pin is given, after each succeeding five years a bar recognizing service, and after 25 years, a watch. Regardless of the length of service, any teacher retiring while in the employ of the board is presented with an engraved bell. The dance and banquet are free for honourees while there is a minimal cover charge for the others.

Since 1971 the Ottawa Board of Education has given an annual reception at a local country club for employees with service of 25 years or more. These employees are welcomed into the 25 year club with a silver logo pin; employees with 40 years of service receive a gold pin.

FOSTERING A CLIMATE THAT ENHANCES HUMAN RELATIONS AND STAFF MORALE

This part of the report looks at how school boards foster a climate that enhances human relations among school board staff. This generally refers to activities, attitudes, behaviour, objectives and methods of operation that make employees feel valued, increase staff morale and tend to benefit staff in general. These may encompass a wide variety of techniques and ultimately they tend to increase communication and a feeling of goodwill between staff members. Our survey respondents indicated that the following activities, in order of priority, are the methods they use:

1. Social and educational events
2. Disseminating information — good communication both written and oral with staff as well as positive information about staff and the school system
3. Listening to and consulting with staff: being receptive to suggestions; open door policy; meetings with staff to discuss issues; forming committees to discuss policies; negotiating in good faith; mechanisms for airing grievances and resolving disputes
4. Staff development programs
5. Visits by administrators and trustees to schools and board offices and their participation in school functions
6. Acknowledging the achievements of staff / acknowledging birthdays, sickness, deaths, births
7. Evaluation of employees
8. Employee Assistance Programs
9. Personnel policies ; open competition for jobs; humane addressing of declining enrolment
10. Surveys, evaluations and assessments

Social and Educational Events

Bringing staff together to celebrate holidays and special events so they can get better acquainted and have an enjoyable time is the most popular way to foster a climate that enhances human relations. Such events provide a sense that everyone is part of the system, foster a team spirit and have a positive effect on morale.

As expected, many boards reported that they hold staff get-togethers at Christmas time and in June. As well, a number host special celebrations at the beginning of the school year. At School District No. 10 (Chatham, N.B.) a welcoming fall tea is held by the school board for all new employees, and local businesses sponsor ads in the newspaper welcoming new teachers. Several hold a wine and cheese reception to welcome new employees every fall. For example, Port aux Basques Integrated School Board in Newfoundland has a wine and cheese social to which all employees of the board are invited at the beginning of the year. New employees working in schools or the board office are introduced to the group either by their school principal or their district superintendent. Another social event is held in June to review the highlights of the year. The board finds that these measures have had an extremely positive effect on the morale and outlook of staff. Employees have been more open when it comes to identifying and discussing problems that directly concern them.

Simcoe County Board of Education (Barrie) sponsors a new teacher orientation each September. This is an informal gathering where information about the system is given by senior administrators and principals introduce

their new teachers to other board personnel. St. James-Assiniboia School Division No. 2 (Winnipeg) holds a staff meeting on the first day of classes in the fall to give a positive tone to the day and to permit teachers to socialize with friends from other buildings. The gathering also recognizes personnel through a large screen multi-image presentation of staff in action.

Fort McMurrary Catholic School Board has an annual staff barbecue in September as a kick off to the new school year. Sturgeon School District No. 24 has an annual pancake breakfast for staff and their families at the beginning of the school year sponsored by trustees and senior administrators. In Winnipeg, the Teachers' Society and the St. Vital School Division's "Punch In" welcomes new teachers. There is an orientation session held for new teachers in August at which they are given an overview of the school system. During August there is a substitute teacher orientation as well.

At the beginning of each school year, the teaching and consultative staff of Regina School Division No. 4 are brought together to hear an address by the director which describes the long-range goals of the school division. A presentation by a motivational speaker who has expertise in education is also given. Staff members who have changed schools appreciate this opportunity to maintain their contacts with colleagues and to compare summer activities. This event is planned to encourage informal discussion and has been very successful in developing a sense of community among instructional staff.

The Joint Public Relations Committee of the Ottawa Board of Education organized, in February 1987, for the first time, an event for all OBE employees at the Civic Centre to recognize their achievement and dedication. The dinner and social evening provided an opportunity for staff to renew acquaintances and to make new ones. It also launched the new corporate signature, song and mascot. Tickets were a nominal $3, and corporate sponsors contributed significantly to the event. The evening was limited to employees and was attended by over 1,300. The event was repeated in 1988. At the Calgary Board of Education, a special breakfast is held in the summer during the Calgary Stampede. All board employees are invited to dress up "western style" to attend this outdoor breakfast where entertainment is also provided.

Like many other school boards, the Commission scolaire régionale de la Chaudière (Ville St-Georges) organizes activities to highlight the literary and artistic achievements of its staff members through exhibits or during open houses in the schools. Every two years the board organizes an outdoor day to enhance relationships between staff of different schools, offices and positions. All staff and their spouses are invited to participate in many activities such as golf, fishing, hiking, cycling, etc. At the York Region Board of Education (Aurora), the annual staff art show encourages all staff members with an artistic bent to display their work in the board office for three weeks in January and February.

The Commission scolaire de Chicoutimi encourages the activities of the employees' social club by providing funding. It also organizes conferences for staff and an annual get together. Nanaimo School District No. 68 hosts an afternoon reception for all employees to meet the trustees and other staff informally.

Leeds and Grenville Board of Education (Brockville) sponsors employee social events throughout the year for various sections of the system. It also encourages system-wideunion and employee social events - Valentine Dance, summer barbecues, and Christmas parties. Dufferin-Peel Roman Catholic Separate School Board (Mississauga) holds a golf tournament for the administrative staff as well as one for principals and vice-principals.

The Toronto Board of Education holds a reception for active participants in Education Week activities, an annual Christmas reception for non-teaching staff, an annual Remembrance Day ceremony and a Christmas walk through the administrative centre by the director and associate directors of education. Once a year, the last Thursday of June, the English Sector of the Commission scolaire Baldwin-Cartier (Montreal) has a Thanksgiving mass followed by a Communion breakfast for 325 people including teachers, professionals and administrators. At the administrative centre, small parties are organized by the internal social club during such holidays as Halloween, Christmas, and St. Patrick's Day. The celebrations last about an hour and are very much appreciated.

Disseminating Information and Communicating

Crucial to good staff morale is open and frank internal communication among the school board administration, trustees and employees. Keeping staff well informed and providing them with ways of communicating their thoughts and ideas to the administration is a sure way to build confidence and pride in the school system.

The manner in which trustees and administrators speak of board employees in public and private is also an important factor in increasing staff morale. A board that is very supportive of staff and that openly respects and appreciates the serious and caring effort of teachers provides a strong base for good morale. -

One way many school boards keep staff abreast of the latest news and decisions is by providing all staff with a summary of school board meetings. They should also ensure that staff members receive materials and information prior to their distribution to the community. School boards that have clear goals established for the district and that are "up front" about potential changes also make staff feel that they are informed about the direction the school board is taking. Changes in procedures should be supplied with detailed explanations so that staff can better understand the reasons for the changes and the new practices.

St. Vital School Division No. 6 (Winnipeg) believes that the release of pertinent information regarding its philosophies, policies and operation is an important vehicle by which its employees and the public may become better informed about educational matters. Its Public Information Program Policy (see appendix) was implemented to inform, enlighten and educate the public about the direction education is taking in the division and in so doing to increase public awareness and understanding.

As mentioned previously, a board newletter or staff bulletin are great ways to recognize employees. Positive articles about the school system and employees make staff feel that they are valued. Let us stress that these newsletters highlight staff for a variety of human interest reasons, not just for outstanding academic achievement. For example, in the first edition of the Windsor Board of Education's staff newsletter, the Hats Off column highlighted a 20-year employee of the board who, each Christmas season, treated employees and guests of the administration office to her special talent and flair for Yuletide decorating.

Anne places over 420 lights, seven dozen ornaments and 50 feet of garland on a 12 foot high tree. She graces our entrance with magnificent creations of her own making... For a three-week period, Anne's works of art bring pleasure to the eye and the spirit of the season to the heart. When the new year is rung in and the time comes to pack it all away, Anne does that too.

The thought, time and dedication devoted to this labour of love makes Anne MacNeil an individual to be admired.

Let's hear it for the lady who decks our halls !

Trustees at Saskatchewan Valley School District No. 49 (Warman) write articles for the monthly newsletter and for the local newspaper supporting the schools. Care is given to maintaining good relations with the local media and keeping staff morale high by ensuring that teachers and the public are kept informed about what is happening in the school system through newsletters and through open board meetings.

For the last three years, school district employees at Burnaby School District No. 41 have been featured on posters and in newspaper advertisements as part of the district's public awareness program. Employees are selected after consultation with school principals, employee group presidents and the school board. This has proven extremely popular; staff develop a sense of pride in representing the district. Members of the community identify with them, and the overall impact has been a strong feeling of team work.

"While the increase in staff morale that is directly attributable to board initiatives is difficult to measure," says Surrey School District No. 36, "it is clear that the board has established a number of system and program goals that provide a sense of genuine purpose and direction. Not coincidentally, the first of these says 'The board values people who work and participate in the system.' It supports that commitment with the following goals:

1) To maintain effective personnel relations and pride in the school district through good communications, consultation with employee groups and a climate of trust
2) To achieve an effective broad-based community relations program, and to encourage community involvement in the system
3) To ensure sound systems of health and safety practices are in place throughout the district

"The board is open to a highly consultative approach with all constitutent groups. A strong public endorsement of the work and efforts of staff has increased morale and understanding of board expectations."

Listening and Consultation

School boards should encourage an openness in communication through meetings with staff regarding school and board priorities. They must be perceived as being open to listening and to change. Regular meetings at various levels of the school system can be held to keep employees informed about not only what is current or planned for their department or school, but on what is happening in the entire system. The board of trustees, for example, may meet with the executives of the teachers' association and principals' / vice-principals' association to discuss matters of mutual concern. The board may also hold annual small group informal sessions between staff and the director and associate directors. As well, presentations on education programs by staff at board meetings increase trustees' knowledge of what is happening in the schools.

At Regina School Division No. 4 personal and professional development consultations are an expected part of administrative responsibilities. Administrators meet with staff individually in order to discuss personal goals and system goals. The administration endeavours to maintain open lines of communication with staff members, respecting their expertise as professionals. Complaints from parents are channelled through the teacher and then the principal before a superintendent becomes involved. Each month the representatives of the teachers' local meet with members of the administration to discuss items of mutual interest and concern.

School District No. 20 (Saint John, N.B.) has an open door policy with regard to discussing issues and it is a common to have people appear unannounced at the district office for a personal conference. The board reports that "In order to foster a climate that promotes good human relations and staff morale, the school board and district administrative staff believe that good communication is the essential ingredient. When employees in the system make a positive contribution, they are recognized for their personal dedication. When people have problems or concerns, they are encouraged to discuss these issues with their immediate supervisors... We tell our employees what we expect of them, offer any assistance that we can when needed, get out of their way and let them do the job. However, there is the right degree of supervision involved. People like to have their superiors observe what is being accomplished both on the instructional and non-instructional planes."

At River East School Divison No. 9 (Winnipeg) the board allows and encourages teachers to be involved in needs assessment and planning for change. The board has given a high degree of autonomy in decision-making to local schools — few directives are sent to them. The board fosters a climate of openness and honesty among all staff groups. A combination of measures promoted by the board has provided a very positive working climate for division employees.

The administration at Powell River School District No. 47 in British Columbia meets with school principals annually in a two-day retreat to set goals. Green Bay Integrated School Board (Springdale, Nfld.) writes, "Personnel have input into the development of all board policies that affect them. We provide a great deal of professional autonomy and board policies emphasize this. Morale is generally high and incidents of low morale are quickly addressed."

Lunch with the Director

An innovative measure to foster better communication between the director of education and board employees has been implemented at the North York Board of Education. At regular intervals throughout the year, twelve employees are randomly selected from the board's computerized personnel list and invited to have lunch with the director. Vice-principals through to superintendents are excluded from the list. The guests are generally quite overwhelmed at this invitation and are usually quite shy at the beginning, but they quickly warm up and some very good discussion and feedback ensues. The impact is great and spreads to their particular workplace. They enjoy being able to tell their colleagues "Please take my calls (or look after my class), I'm off to lunch with the director," and afterwards "When I was lunching with the director the other day..." It has become a very positive morale booster as well as an excellent opportunity for grassroots feedback.

At St. Boniface School Division No. 4, the superintendent regularly supplies the sandwiches and meets with staff at lunch time just to chat.

Time is provided at Grande Prairie School District No. 2357 at every board meeting for reports from the teachers' association, CUPE and parent groups. Also labour management meetings are regularly held to head off any

problems. "Events beyond the jurisdiction of the school district (government legislation) have had such a negative impact, however, that district activities to offset this impact on employee morale seem ineffectual and futile at times."

Regional Administrative School Unit No. 3 (Charlottetown) holds meetings between trustees and principals, and trustees and teacher representatives that are mainly social events. Other measures that have enhanced staff morale are the development of a logo that is used on all stationery; the production of a lapel pin with the logo that is presented to all trustees and personnel in the system; input from staff in the policy development process; and support for in-service activities such as conferences.

During the past two years, the Conseil scolaire de l'île de Montréal has as one of its management objectives holding meetings with its employees on subjects that preoccupy them. During these meetings with the director or the chairperson of the Council, employees receive information and exchange ideas.

In order to create a relaxed working environment, the director at Conseil scolaire District No. 1 (Saint-Quentin, N.B.) has an open door policy so that staff may discuss any aspect of work life that might affect their morale. As well, school principals are invited to participate in school board meetings to be abreast of the decisions taken. These measures help to improve relations at work. St. Albert School District No. 3 says "Our board makes itself available to staff, staff feel very comfortable in talking to trustees and open communication exists. Our district administration feels that it is listened to at the board level. Much input is accepted by our trustees who attend a lot of school-based events and are always available. These measures are well received by staff who will formally and informally laud the efforts of our trustees. There is no real adversarial climate during salary or contract negotiations."

Seine River School Division No. 14 (Ste-Anne, Manitoba) holds supper meetings with principals and union executives. Staff members seem to appreciate the gesture by the board and the unions always reciprocate and share supper meetings with school trustees and division administrators. A dinner is held at Red Deer Public School District No. 104 each year for members of the high school staff and the district's executive council.

Commission scolaire Baldwin-Cartier (Montreal) organizes a business dinner the second Thursday in September to enable the trustees, principals and top administrators to become acquainted or re-acquainted. The director introduces the new employees or trustees and mentions changes in positions and the chairperson of the board highlights the priorities of the coming year. This business dinner has replaced a dinner and dance evening where the spouses were invited. After 15 years this particular event had become out of date and, on the advice of the majority, the new activity is preferred.

Windsor Roman Catholic Separate School Board has meetings between trustees, staff and teachers during which various topics ranging from school supplies to supervision are discussed. Meetings are usually held with a maximum of about five or six schools and it takes about six or seven meetings to cover thewhole system. Since trustees are in each discussion group, staff feel that they have an opportunity to express their opinions directly to the board.

Easy access to senior staff and a concerted effort in creating open communication among staff throughout the regionthe help increase staff moral at the York Region Board of Education (Aurora). Also principal and vice-principal committees organize and operate three-day retreat conferences yearly .

The Simcoe County Board of Education (Barrie) encourages its principals and superintendents to give informal oral recognition to deserving employees and teachers. Staff morale is enhanced when individual groups are invited to make presentations to administrators and the director when the board's long-range plans are being formulated.

Committees

Staff members like to being involved in decisions that may affect their work and like to participate in the development of policies that concern them. This type of interaction generates a climate of confidence that is beneficial at all levels of the school system. When decisions are made that do not involve staff input, there can be a backlash. School District No. 20 in Saint John writes "Two Labour-Management Committees have produced many mutual benefits in our school district due to these consultative processes. These forums allow for meaningful dialogue and are excellent avenues for promoting good relations between the local unions and the employer. The local teachers' association has a liaison committee that meets periodically with the school board's Public Relations Committee to discuss topics of mutual concern. Evidence abounds which shows what can be accomplished when the true art of

communication is fostered.... The Joint Health and Safety Committee is another vehicle through which immense good is realized. Mindful that the main thrust of this committee is to promote the concept of safety measures in all working locations, the fact that members from the union and management sit at the same table to promote what is best for our employees has proven to be a positive enterprise. This committee affords an excellent meeting ground for good positive communication."

At Red Deer Public School District No. 104 there are committees involving representatives from all staff to assist in the development of district policies and regulations. A co-ordinating committee consisting of teachers, senior administration and school board members meet to discuss most policies and regulations prior to a final vote and implementation. One of the main committees at the Regina Board of Education, the Staff Relations Committee, meets once a month to discuss staff interests. Frequently staff members from all areas of the board are invited to this committee to present education, travel or philosophical papers on such things as secondments to the Department of Education, a year's leave of absence, educational leaves and exchanges. This is one more opportunity for further recognition of staff accomplishments and a unique way to foster a closer working relationship among trustees, senior administration and staff. The unions, federations and teacher associations are all members of this committee. Discussion of staff problems is on-going. This committee provides the opportunity for good communications at all levels and fosters good morale and human relations.

A Board Administration Leadership Committee at the St. Vital School Division No. 6 (Winnipeg) was created because:

The Board of Trustees of the St. Vital School Division recognizes the need and benefit of meeting from time to time with the administrative personnel of the school system during the course of the school year to confer collectively on educational problems and concerns, desired directions in which the system should be moving and to review and recognize the attainment of desired objectives and philosophies.

The membership of the committee is composed of trustees, principals, vice principals, the Senior Executive Council, assistant secretary-treasurer, deputy assistant superintendents, supervisors, and the child guidance clinic area service director. A minimum of three meetings are normally called during the school year. The board of trustees provides an annual sum of money in the budget to cover the operating costs of the committee.

Howe Sound School District No. 48 (Squamish, British Columbia) writes that because the school district is small , there are many opportunities through more informal meetings to foster a climate that increases good will. Relationships between board and teachers are more personal and several advisory committees with joint trustee-teacher participation have been created that increase employee involvement in decision-making. Powell River School District No. 47 (British Columbia) creates policies that involve staff input via ad hoc committees set up by the board or through the board's Education Committee. Supporting an open door policy and involving teachers and administrators in the decision-making process has done a lot to enhance morale. It has established through its committee structure mechanisms for airing grievances and resolving disputes. By planning for the future, a lot of uncertainty is removed and this has a very positive effect on morale.

An Employee Recognition Committee at The Board of Education for the City of York was established a few years ago to implement a recognition ceremony for employees with 12 years of service. Until then, only new employees and 25-year employees were officially recognized and the board felt that personnel with service somewhere in between should be recognized. Now that a wine and cheese ceremony at a country club for employees with 12 years of service is well-established, the committee concentrates on activities that serve to foster better morale at the board such as organizing employee groups to go to Blue Jay baseball games, a family day at Canada's Wonderland, and dances.

At School District No. 38 (Campbellton, N. B.), " to encourage an enthusiastic climate of co-operative enterprise," teachers are given an opportunity to participate in decision-making through curriculum committees and a very active school-based program. Grande Prairie School District No. 2357 has a trustee-teacher liaison committee where representatives from schools meet with trustees monthly to discuss staff concerns. This board encourages a high degree of employee participation on various board committees. Before major policy changes are made, various employee groups are consulted.

Prince Albert Comprehensive High School Board (Saskatchewan) has formed a liaison committee with trustees, the board staff and student body. The committee's purpose is to act as a liaison between students, staff and the board and bring forth recommendation to improve programs, public relations and property.

School Unit No. 2's Quality of Working Life Committee

In January 1984, Regional Administrative School Unit No. 2 (Summerside, PEI) sent its Student Services Consultant, Basil Haire, to participate in the "Work Improvement Training Program" at the Institute of Public Affairs at Dalhousie University. The program consisted of a one-week introductory course and seventeen two-day seminars spaced over twenty months. Its objective was to provide individuals in the private and public sectors with the insights and skills necessary to develop programs of worker participation in the process of change and growth in the work-place. According to the report *Quality of Working Life : Implications in Education* by Mr. Haire, the Quality of Working Life concept is:

1.... a broad concept that relates to both the intrinsic and extrinsic aspects of work. Intrinsic in that QWL refers to the extent to which work provides an opportunity for an individual to satisfy a variety of personal needs — the need for a sense of personal worth, the need to interact with others, the need to be recognized for achievement and contribution, the need for personal and professional growth. Extrinsic in that the organization attempts to activate the creativity and enhance the efficiency of its members by involving them in the decisions that affect them directly and have an impact on their work lives.

2.... a style of organizational management that has a humanistic framework recognizing the positive characteristics of people (e.g., pride, growth, autonomy), as well as a recognition of the essential elements necessary for organizations to be effective (e.g., planning, flexibility, competent work force, productivity.)

3.... concerned with organizational change and growth as well as the personal development of individual members.

4... a process that promotes a long-term commitment from participants to exert influence in their work environment by active involvement in decision-making and willing contribution in problem analysis activities.

5.... a philosophy that mutual benefit will be realized when genuine co-operation between management and staff reflects the "style of management" of an organization.

This leads to the development of a "corporate culture," a climate designed to enhance efficiency of the system and to improve the quality of life of its participants.

Formal presentations were made during the term of the program to the school trustees, the office staff, school principals and staff of elementary schools outlining the major components of QWL and its implicationst for the various levels of the school system. Several activities served as "demonstration projects" to show how the principles of QWL were incorporated into the process, allowing for a high degree of participation and constructive feedback. Among the activities were 1) two "School Looks at Itself" seminars where teachers and administrators focused on the theme "Quality of Instruction," and wrote individual and group goals for defined elements that they identified as essential to the theme ; 2) a Quality of Work Life survey conducted among the teaching staff assessing perceptions in the level of involvement in decision making in 12 areas of the system organization, the level of communication that exists between them and various significant others in the educational network, and existing involvement options. Respondents were asked to identify the processes that exist in their particular situation, assess their attitude towards these processes, and present alternatives for improvement.

It was recommended that a committee be established to develop both a philosophical position and policy statement on adapting a management style encompassing the principles of QWL. These documents are found in the appendices of this report.

It was also recommended that the unit develop a leadership program and make it available to board members, board office administrative personnel, principals, vice-principals, department heads and designated staff from all sectors of the system. Such exposure for a large group of people would serve not only to set the tone for the unit but would also facilitate the process of involvement in all areas of the system by providing leadership training. It was also recommended that individual schools develop an extended program of self-analysis, goal identification and "priorization" and objective statements to enhance the effectiveness of the school.

Another recommendation was that the unit invite representative groups of non-instructional staff to form committees to deal with common concerns and the needs of the people represented.[1] Since September 1987 the school unit has had a four-member Quality of Working Life Committee to encourage staff to develop projects or committees that would improve the quality of their working life (in safety and environment, extra-curricular

1 Basil Haire, *Quality of Working Life: Implications in Education* (Summerside: Regional Administrative School Unit No. 2, 1986), pp. 1-6, 19-23.

activities, employee recognition, in-service programs, employee assistance program, etc.) In this way the school system hopes to improve the quality of work life for staff and enhance the overall efficiency of the system through co-operative involvement.

Ottawa Board of Educations's Two-year Strategic Plan

The most important step that the Ottawa Board of Education has taken recently to foster a climate that increases staff morale and goodwill was the formation of the Joint Public Relations Committee in September 1986. This committee, which meets twice monthly, is composed of designated representatives from all local federations and union executives, representatives from non-affiliated staff, continuing education, trustees and parents. Its mandate is to promote a spirit of co-operation between various employee groups; to promote the Ottawa Board of Education through a common approach, both internally and externally; and to provide input and feedback to the Public Relations Office.

From the outset emphasis was placedon internal efforts to improve staff morale, promote team-building among board employees, and to develop a sense of pride in the system. Employees were asked through a short written questionnairefor ideas for improvement and publicizing strengths. Respondents overwhelmingy cited the professionalism, experience, and extraordinary dedication of staff as one of the board's assets. At the same time, almost one-third felt that internal communication between individual schools, administration and trustees, and between French and English sectors should be improved; that employees need to be recognized and supported, morally and financially, that increased professional development should be provided, particularly when new teaching methods are introduced, and that everyone needed to work more as a team.

The Joint Public Relations Committee responded by organizing Celebration '87 for over 1,300 employees at the Civic Centre in Februrary 1987, and successfully applied for Ontario Public School Teachers' Federation funding for a workshop on "The Total Team Approach," given by Dr. Bill Banach of the Macomb County Intermediate School District in Michigan. As a result of the workshop and the feedback from the employee "mini-survey," the Joint Public Relations Committee established system-wide goals to improve the OBE's public relations.

In September 1987, a two-year strategic plan intended to achieve these goals was approved by the board. It is based on the marketing process of analysis of the market place, development of marketing strategies, implementation of strategies, and evaluation. To achieve goal # 1, ***"To develop in all staff: a feeling of pride in our system; a feeling of self-esteem; a sense of each individual's value to the board; mutual respect,"*** the following strategies, listed by priority, are being undertaken:

1. P. R. Sparkplug Network. To promote and be an advocate of OBE public relations activities, a P.R. Sparkplug in each school and board department is being identified. This individual could be from any staff group, or perhaps the chairperson of the school P.R. Committee. This "network" of advocates receives P.R. training in promoting their school or unit, has periodic meetings, and undertakes liaison with the Public Relations Office.

2. P. R. Professional Development. To work in co-operation with the Training and Development Officer to increase the number of professional development sessions on public relations for all OBE staff so that all employees have a sense of their public relations responsibilities and training in dealing with the public.

3. Staff Orientation Program. To support the initiatives of the Personnel Department in establishing a Staff Orientation Program and receptions for new employees, to acquaint them with the organization, programs and employee benefits of the OBE.

4. Staff Recognition Program. To develop a staff recognition program so that outstanding achievement at all levels can be acknowledged and pride developed.

5. Employee Recreation Association. To initiate an "OBE Recreation Association" which would have the support and mandate to organize sports, recreational and special events for all employees, so that they may have greater opportunity for interaction.

6. Landscape Beautification Program. To initiate an "OBE Landscape Beautification Program" in conjunction with the Plant Department to enhance the appearance of OBE facilities in concert with the community, and to develop pride in these facilities.

7. Building Signs. To implement the new corporate identity program of building signs, so that employees (and the community) can readily associate buildings with the OBE.

8. OBE Flag. To introduce an OBE flag to be flown as identification at all OBE sites, to increase pride in the system.

9. OBE Lapel Pin. To produce an OBE lapel pin, available to all OBE employees, in order to increase pride and ownership in the system. Pins would be available at cost for use at conferences, special events, etc.

10. Staff Exchanges. To encourage staff exchanges to other cities and countries to promote pride in the system and foster growth and development of staff members as "educational ambassadors." This would include promoting the advantages of leave programs.

11. P. R. Suggestion Box. To initiate a P.R. suggestion box and contests for the best P.R. projects.

Goal # 2 To improve internal and external communications

1. Welcome Posters. To introduce welcome posters and door stickers in all OBE schools and facilities to make them more welcoming to the community and to direct visitors to the office in a pleasant manner. This would supplement current signs required by law.

2. Communications Evaluation. To examine all forms of internal and external communication, assess their effectiveness and investigate alternative means of communication in concert with the Office Automation Committee e. g., electronic mail, notice boards, etc.

Goal # 3 To determine and respond to the needs of our public

1. Surveys. To conduct regular and periodic surveys of the community, staff and students to assess perceptions of the OBE and respond more effectively to the public's needs.

2. Communications Plan. Employees will be made aware of these initiatives through the employees' newsletter and through their federation representatives on the Joint Public Relations Committee.

Since the plan was approved, the employee newsletter has been revamped. The "P.R. Sparkplug" network has been established, and the first workshop was held on "developing a communications plan." The evaluations of this workshop were excellent, and the "sparkplugs" are anxious for more training. Plans are also underway to set up a recreation association in conjunction with the civil service recreation group. Employees seem to be more conscious of the need for team-building and of the positive effects of publicizing their work in terms of building morale. [2]

Staff Development Programs and In-service

One way school boards increase morale and goodwill is by a staff development program for all employees. In-service is a good way for school boards to recognize outstanding employees. In other fields, promotion and career advancement are the usual way to reward outstanding employees. In education, however, there are no promotional

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[2] *Two-Year Strategic Plan of the Joint Public Relations Committee* (Ottawa : Ottawa Board of Education, September 1987) pp.1-5.

opportunities for employees who wish to remain classroom teachers. Promoting programs like Affirmative Action, job sharing, job shadowing, offering professional development activities that respond to employee needs, and allowing time with pay to participate in community or professional organizations, all create a sense that the personal and professional growth of employees concern the board and that staff will be given the opportunities to improve themselves, learn and grow. As well, advocating change and endorsing a school board policy that encourages administrators to move around the school system will enable them to benefit from meeting new personnel, taking on new challenges and coming into contact with new ideas.

St. Boniface School Division has a personal and professional development fund paid for by the board but administered by teachers. As well, release time is given for in-service with the expectation that some in-service will occur after school hours. At Powell River School District No. 47, the professional development money is administered by a joint management committee controlled by teachers. Fort McMurrary Catholic School Board has a Professional Development Day for all staff — teachers, secretaries, maintenance workers and caretakers.

All individuals and schools at the Halton Board of Education (Burlington) have growth plans and the system provides leadership and development opportunities. Secondments for special projects, deferred leave plan, exchanges and internal mobility are all encouraged. Co-operative supervision and evaluation procedures have been developed to focus on professional growth and there are clearly articulated performance criteria for all employee groups. The benefits of such opportunities are a high level of involvement on committees, a high level of leadership expertise and strong interest in professional development. Staff demonstrate pride, loyalty and commitment to the goals of the system.

At Nanaimo School District No. 68 workshops in interpersonal relations and supervisory skills are a continuing part of the professional development program and the Commission scolaire Ancienne-Lorette holds an annual workshop on a theme that is selected in co-operation with the different employee groups. Individually personalized certificates, signed by the director of Saskatoon School Division No. 13, are presented to employees when they complete each in-service activity.

During the past eight years, the Hamilton Board of Education's Staff Development Program has provided numerous professional development activities that have resulted in the acquisition of leadership skills by employees and greater job satisfaction. Employees increasingly place a high value on this program. Very few difficulties or negative reactions have been encountered. At York Region Board of Education (Aurora), leadership seminars are open to all staff, both teaching and non-teaching. Both the caretakers and the secretaries have a regional professional activity day organized by their committees to meet and deal with their needs. The board believes it is important to offer these opportunities to all staff members on an equal basis; people's feelings of importance are thus raised. When enrolment in seminars on leadership is restricted, obviously there is some discontent.

River East School Division No. 9 in Winnipeg actively promotes staff development with adequate funds and, which is possibly more important, by its participation in annual staff projects, such as a teacher-board seminar on a Saturday, a multicultural event, a three-day principals' and vice-principals' conference, a division one-day staff conferenc, a dinner to recognize all volunteer staff coaches in sports, a student writers' anthology evening, etc.

The Leadership Project Policy at St. Vital School Division No. 6 (Winnipeg) recognizes the importance of developing leaders and leadership skills in its professional personnel. The clerical, secretarial and non-teaching library staff receive professional development when schools are closed. These sessions usually cover hands-on training in first aid or computers to time management, motivational topics like self-development, how to motivate, communicate and succeed. These PD activities are planned and organized by a committee of secretarial, clerical and library staff. Besides the common planned professional development seminars, each clerical/ secretarial employee can tap the PD fund for additional support to attend workshops or seminars outside the division. Each employee may make one request per year to a maximum of $50.

Scarborough Board of Education has an extensive professional development in-service program for teaching and non-teaching staff in public relations, leadership skills, career and personal life planning, winning in retirement, secretarial skills, computer training and in subjects such as science, values education and computers in education.

Employee Assistance Programs

Staff wellness programs, where people make choices about their lifestyles that help them look and feel better,

increase their productivity and generally improve their health, are beginning to crop up in a few school boards. There are five major components to wellness programs: personal safety, microenvironmental protection, nutrition, fitness and physical education, and mental well-being. Personal safety encourages regular seat belt use and automobile safety, home and family safety, and accident prevention measures. The goal of microenvironmental protection is reducing or eliminating cigarette smoking, alcohol intake, and drug and chemical abuse. Nutrition awareness examines the importance of proper eating habits - balanced diets, sensible calorie counting, and reduced intake of salt, sugar, and fats. Since regular exercise strengthens the body and reduces the risk of heart disease and contributes to mental well-being, the fitness and physical education component emphasizes exercises that improve flexibility, muscle strength and cardiorespiratory endurance. Finally, stress, tension and depression can contribute to declining productivity, increased absenteeism and a number of physical illnesses. Mental well-being includes stress management, goal-setting, forming and maintaining quality relationships, effective communication, and values.

Implementing a wellness program brings savings in health care benefits since such programs can result in savings on insurance rates.

In August 1985, the Edmonton Public Schools' Employee Assistance Program, a free counselling service for staff and their families, added a component which emphasized staff wellness. By providing counselling, consulting, referrals and opportunities for education and co-ordinating health-promoting activities for all staff, the EAP assists staff in developing self-responsibility in feeling better about themselves, their families and colleagues, and place of work. District-wide activities are held and include a slow pitch tournament, volleyball tournaments, curling bonspiels, and a Christmas party for employees' children. School activities include social events, fitness activities, and professional and personal development seminars for staff. EAP staff and other consultants frequently encourage staff to promote and maintain collegiality through improved communication skills, involvement in decision-making and increased interaction of staff at all levels. The impact of many of these initiatives is evaluated annually by the administration of the Staff Satisfaction Survey. In 1987 almost 94% of staff reported that the Edmonton Public School Board is a good place to work.

The Employee Assistance Program at the Board of Education for the City of York is a counselling and referral service for employees and their families offered at no charge. This service has been established to help alleviate personal problems, tensions and stress before they lead to more serious difficulties. The program complements the board's medical plan benefits by responding to the emotional, social and psychological health of employees. The EAP consultation service covers personal and work-related issues which an employee or a member of his or her family feels might adversely affect his or her well-being. These can include alcohol or drug abuse, career counselling, family and marital relationships, personal and emotional crisis, interpersonal relations, job-related stress, and financial concerns. As well, the board offers employees a "Preparing Your Retirement" workshop through a consultant. It is open to teaching and support staff and their spouses.

Visits by Administrators and Trustees to Schools and Board Offices and their Participation in School Functions

Several school boards mentioned that one way they increase staff morale is by showing that the administrators and the trustees are interested and concerned about what goes on in the schools. This is done by having trustees and administrators attend a great number of school events (plays, concerts, gatherings to honour those retiring, parents' night, school openings, etc.) to show their support and appreciation for staff and student efforts. In one school board, each trustee is assigned as a liaison member to schools. They readily accept invitations to school and teacher-initiated events. Trustees and administrators who are accessible and who take the time to visit schools, various departments and attend their local school activities regularly come to know staff well and this one-to-one contact is invaluable. Superintendents and trustees who make a concerted and planned effort to visit schools for short drop-in visits show the central office staff's interest and concern for all individuals. However, one school board mentioned that an overabundance of trustee visits to schools can cause some anxiety among staff.

The Little Touches that Make a Difference

It goes without saying that recognizing the achievements of individual staff members through oral or written

measures as outlined in part one has a direct effect on enhancing human relations and increasing staff morale. In addition to this, acknowledging staff in a more general way also fosters good morale.

For example, Peterborough County Board of Education sends recognition cards to schools to give positive feedback on items of interest appearing in the press. A card signed by the director and all superintendents is sent to the school with a copy of the newspaper item. In the past several years, the board has found that the number of school-related items in the newspapers seems to have increased. Principals now tend to consider arranging press coverage for special events at their schools and reaction to this procedure has been positive. The cards are also used by senior administrators to send notes for special achievements. Supervisory staff are very mindful of the need for positive feedback through letters of recognition and they are written frequently.

The Commission scolaire régionale de la Chaudière (Ville St-Georges) subscribes to a press clipping service and, based on these articles, sends a note of congratulations to all employees whose noteworthy personal, social, professional or cultural achievements are reported in the local paper. The Wellington County Board of Education in Guelph recently instituted an employee recognition system whereby every employee received a lapel pin in the shape of the board logo.

Another way school boards can make employees feel valued is to acknowledge special events in their lives. For example, they can send notes and cards and perhaps flowers to recognize significant family events such as illnesses, births and deaths. At the board office and in several schools of the Commission scolaire de Chicoutimi, birthdays are highlighted by a sign board expressing best wishes. Lakeland Public School District No. 5460 (Bonnyville, Alberta) sends Christmas cards and district pins to all employees. At Regina School Division No. 4, birthdays, anniversaries and similar special events are acknowledged at coffee parties and meetings.

At Burnaby School District No. 41, each year for the last three, school district employees have been featured on posters and in newspaper advertisements as part of the district's public awareness program. Employees are selected after consultation with school principals, employee group presidents and the school board. Staff develop a sense of pride in representing the district. Members of the community identify with them and overall impact has been one of team work. St. Albert School District No. 3 sends Christmas stockings to each school staff as well as fruit baskets at the end of the school year as a thank you for a job well done. These gestures set a good climate in the school board. The board and staff are seen more as a team, working together for the benefit of students and families.

Personnel Policies

Work policies, working conditions and the manner in which they handle problems all contribute a great deal to increasing staff morale. For example, competitive wages, good working conditions, and continual efforts to improve employee benefits are all considered positive measures for staff. Another area where boards feel they contribute to enhancing staff morale is through their humane and compassionate personnel policies and practices. This is demonstrated by the flexible manner in which they handle requests for educational, personal or sick leave, and the opportunities teaching and non-teaching staff have for sabbatical leaves. Furthermore, they believe the following hiring and work policies contribute to a positive climate : open competitions at all levels, making sure that all jobs are posted so that employees are aware of new employment opportunities, promotion policies that are perceived as fair (often incorporatating staff involvement), the use of hiring panels, Affirmative Action policies, and a concerted effort to promote employees from within, and providing staff with the opportunities to upgrade their qualifications. Many spoke about the spririt of goodwill that existed on both sides during the collective bargaining process and felt that employees had excellent contracts. They believe the board treats its employees in a fair and reasonable manner.

In addition, building flexibility into jobs through such measures as part-time employment and job sharing ensures that employees who would like to combine work with their family or other responsibilities have the opportunity to do so. Thus, the board demonstrates that it values such employees and benefits by keeping them on staff.

St. James-Assiniboia School Division No. 2 (Winnipeg) feels that it has increased staff morale and goodwill by its humane addressing of declining enrolment. The division's enrolment declined from 21,000 in 1979 to its current 11,500. During all this time, staff layoffs have been required only one year since natural attrition has been able to account for the rest of the staff reduction. In large part, this has been possible only because of the various actions taken by trustees and senior administrators in making staffing allocations to the various school buildings. Strathcona County Board of Education in Sherwood Park, Alberta, has experienced enrolment drops and staff reductions that

have created difficult times. The reaction to this situation has been tempered by the caring attitude of board personnel but morale has been affected.

Surveys, Evaluations and Assessments

The Commission scolaire régionale de la Chaudière (Ville St-Georges) considers that its most positive program is one which enables superiors to discuss and follow the work and satisfaction level of their employees. This program is in three stages. During the first stage, from the beginning of September to the end of October, school principals and board superintendents meet with each of their employees to 1) become aware of the work satisfaction level of the employee, 2) express to the employee the administration's expectations of him or her, 3) permit the employee to express his or her expectations, 4) attempt to harmonize the expectations of both sides, 5) identify with the employee some work objectives (one or two) which, when realized, will be a source of motivation for the employee. At the end of October the board's personnel director phones each principal or superintendent to ask at what stage these employer-employee meetings are.

During the second stage, from the beginning of January to the end of March, principals and superintendents meet, if possible, each of their employees, particularly those who need support to deal with some issues previously raised. The meetings are meant 1) to determine to what extent the objectives established at the first meeting have been achieved and the satisfaction and motivation level of the employee towards the achievement of these objectives; 2) to pursue unfinished objectives, 3) if the objectives have been achieved to the satisfaction of the employee and his or her superior, to establish new ones for the second part of the year. Again the personnel director contacts the principals or superintendents at the end of March to see how these discussions have progressed.

The third stage is conducted at the end of the school year, during June, when the employer meets personally with, or sends a letter to, if necessary, all his or her employees to let them know how appreciated their work has been throughout the year and to comment on the objectives established. Throughout the year and each time the opportunity presents itself, the director or his designate, underlines to employees his or her satisfaction and congratulates them for a job well done. The board feels that this program has produced very positive results.

More and more school boards are using surveys to obtain valuable information on staff perceptions of the educational system. Edmonton Public School Board conducts an annual student and staff attitude survey. Maple Ridge-Pitt Meadows School District No. 42 in British Columbia has regular extensive surveys of students, teachers, board employees, parents and non-parents to find out their attitudes on a wide variety of public education issues and priorities. St. James-Assiniboia School Division No. 2 (Winnipeg) has bi-annual surveys to assess the morale of the division staff. The results enable the board to determine if its activities have been effective and to make the necessary changes.

At the Saskatoon Board of Education, formal surveys of employee perceptions of the school division, the workplace, the communications structure, the programs, are conducted by an outside agency. The results are communicated to each employee group by the director of education.

MEASURES UNDER CONSIDERATION

We asked school boards if there were any measures currently being considered which they felt would be worthwhile in either giving recognition to staff or enhancing human relations and increasing staff morale. The responses indicated that school boards would like to have at least one social even ta year in which all school board employees, without distinction of function, can participate. Unfortunately, the large size of some school boards makes such events rather difficult to organize and, traditionally, staff have been divided by employment — teachers, administrators, and support staff. However, today school boards such as the Ottawa Board of Education have seen the benefits of hosting these larger events and making every employee feel that they are all part of the same team, thereby fostering a feeling of belonging and pride. Willow Creek School Division No. 28 (Claresholm, Alberta) is discussing the possibility of a once-a-year meal — probably a barbecue — for all staff (except bus drivers who already have a separate year-end function). Games such as baseball would be featured. The board members and central office administrators would serve the teachers and support staff.

Several boards expressed the need for a staff newsletter that would describe the latest happenings across the board and the positive accomplishments of staff. At the Timmins Board of Education, a new format for the employee newsletter will be implemented — part of the marketing thrust is to develop employee self-esteem and recognize exemplary practices. With a new staff member focusing on this area, improvements are expected. Other boards mentioned that they also are reviewing internal publications to see how they can improve communications.

Other measures under consideration are those that will enhance communications and consultation between staff. Many expressed the need for increased ways to permit staff input and communication in board decisions and policies. Red Deer Public School District No. 104 in Alberta is looking at annual meetings with the various employee groups to discuss concerns. It also would like senior administration and local co-ordinators to be more visible at the school level. In 1988, the assistant superintendent will meet individually with 70 teachers selected at random to discuss the current status of job satisfaction.

At Regina Roman Catholic Separate School Division, communication and the role of staff in decision-making and in the dissemination of information is under review. The development of a board communications committee at Sturgeon School Division No. 24 (Morinville, Alberta) is an attempt to improve the communication between the board and stakeholders. Since January 1988 the Peterborough County Board of Education has been expanding the role of the community liaison officer. A staff newsletter was created and an increased emphasis on communicating staff and student achievements to the public was undertaken. In September 1987, the position of staff development officer was created and this was the first time an individual was responsible for training and developing academic and non-academic staff. This is also perceived as a step which will not only increase the skills of employees but enhance communication and human relations within the board.

Developing a board policy to recognize the significant achievements of staff is a concern at the Simcoe County Board of Education (Barrie). Consideration is also being given to providing in-service for people in supervisory positions on how they might recognize individual achievements and what they might look for.

A joint committee of trustees and teachers is investigating other ways of providing public recognition at Lakeland Public School District (Bonnyville, Alberta). Measures under consideration in Nanaimo School District No. 68 include the development of a policy on recognition and appreciation activities, a long service pin recognition program, and more frequent visits to board meetings from employees who deserve special recognition. As well, a special recognition and appreciation committee with representation from various groups will develop a plan for the district. A teacher recognition plan for outstanding performance is being considered at the Halton Board of Education.

Peace River School District No. 10 in Alberta is looking at a "Teacher of the Year" and "Employee of the Year" Award. Winners would receive an all expenses paid trip to the conference/seminar of their choice. School District No. 10 (Chatham, New Brunswick) has considered a "Teacher of the Month" and "Teacher of the Year" Award but the reaction has been negative — there is fear of creating jealousy or animosity. St. Albert School District No. 3 is considering holding awards for the best caretaking team of the year and the Golden Apple Awards - for significant achievement by staff.

The Lambton Board of Education (Sarnia, Ontario) has thought of printing commemorative certificates for those who now receive congratulatory letters from the chairperson or the director.

The Calgary Board of Education does not have a formal program to give recognition to staff members. However, in October 1985, the board established 11 school district goals. Goal # 10 is "to strengthen positive relationships and communications with students, parents, employees, the public, Alberta Education, educational institutions and the media." As part of the work of the Goal # 10 Committee, an employee recognition program will be developed and action on this matter is under consideration.

Some initiatives of the Hamilton Board of Education's System Public Relations Committee include staff recognition of various employee groups, a Staff Recognition Evening held annually for teachers, school board teams participating in charity events, employee surveys and school-level public relations committees and projects. Seven Oaks School Division No. 10 in Winnipeg recently organized an Employee Recognition Committee. At the Board of Education for the City of York, the committee charged with long-service recognition is working with all employee groups to develop an on-going series of activities that will foster improved staff morale such as an annual picnic, employee dance, hot dog days, baseball tournament, etc.

The Commission scolaire de Chicoutimi is examining the idea of a public survey to see what services are expected from the school. St. James-Assiniboia School Division No. 2 in Winnipeg is studying a "wellness" program which would address the well-being, both in physical health and work satisfaction, of all staff. Pursuing its initiatives with an open door policy with all employees is a goal with the Commission scolaire du Sault-St. Louis. "Even if we have taken a giant step in this area, there remains much to do."

CONCLUSION

As we have seen in this report, school boards have, in the past few years, given more attention to measures which give recognition to their staff and improve the quality of their employees' working life. Although some methods of recognizing staff, such as honouring long service employees, have been long practised in many boards, we see in the late 1980s efforts to focus on the special contributions of staff, students and members of the community. Boards want to recognize all deserving staff. At the same time, employee federations have expressed serious reservations about singling out individuals for recognition. School boards like the Ottawa Board of Education are trying to reconcile these differences into a more broadly-based staff recognition program.

Pride in staff is manifested by boards such as the Hamilton Board of Education and the Burnaby School District by placing ads in local newspaper in tributes to recognize outstanding personnel. There is also an effort being made to share the good things that staff are doing through staff bulletins.

Awards and certificates are another way staff are recognized—we have seen that there is a move towards honouring many employees — the emphasis has shifted from focusing mostly on teachers to encompassing all staff. The Excellence in Education Awards at Fort McMurray Catholic Board of Education illustrates perfectly this movement to honour initiative and dedication of exceptional individuals. Awards and certificates create a positive feeling and a sense of accomplishment. They also recognize publicly those persons whose performance is outstanding. As well, boards are organizing events to recognize in a more general way the accomplishments of a number of people (e.g., the Champion Day at the North York Board of Education). Many school boards mentioned that providing exceptional employees with professional development opportunities (educational leaves, conferences, leadership skills, etc.) is also an excellent way to let staff know they are valued.

This report also looked at the various ways school boards foster a climate that enhances human relations and staff morale. Holding social and cultural events that bring staff together were the number one method used. This was followed by open and frank internal communication among the school board administrators, trustees, and employees. This communication in enhanced by distributing summaries of school board meetings, clearly established school board goals and policies, and board newsletters or staff bulletins that highlight the many positive events, actions and accomplishments of staff. As well, a number of measures that involved listening and consulting with staff (committees, lunches, open door policies, regular meetings, etc.) are noted by boards as greatly contributing to a positive climate. Flexible personnel policies, staff development programs, and employee assistance programs all help make a particular school system a good place to work.

Finally, in measures under consideration, many boards said they would like to organize a social event that brings together all board staff. Measures that enhance communication, such as newsletters, meetings to discuss concerns and to get staff input, are also high priorities. Boards that have not established ways of recognizing staff would like to implement them.

Many of the measures listed in this report can be undertaken by any school district in the country — they are not expensive, all they require is the desire to give importance to recognizing staff and enhancing the working climate. Policies and practices are necessary, but it is important to establish the proper mentality in senior administrators so that the value of recognition measures is appreciated. Recognizing staff and enhancing employee morale is not a once-a-year formal endeavour. It is a continual day-to-day way of working — a reflection of the principals', the administrators' and the board's attitudes and values. These individuals must be made aware of and agree on the importance of efforts to enhance human relations. They must make these efforts, both formal and

informal, sincere and meaningful. Of course, there are obstacles to confront. St. Boniface School Division No. 4 reports, " With tight budgets, low salary increases and the pressure to do more with less, it is difficult to keep good morale. We are not without our cynics who see our efforts to recognize and support employees as meaningless gestures. They will always be with school boards. We become concerned, though, when positive teachers express their frustration at not being able to accomplish all that is expected. Morale, budgets, and workloads do have something in common. Too little budget and too much work, regardless of efforts to foster good relations, wreak havoc."

It is a challenge in education today to find the time to observe what is going on and to give credit to deserving individuals. It is, furthermore, often difficult to measure the benefits of measures to recognize staff and enhance employee morale since the effects are usually intangible. "Research suggests that the climate of a school and staff morale can have a more profound effect on student attitudes and learning than such factors as class size and support services." [3] The pay-off to students is quality teaching while the pay-off to staff is improved job satisfaction — staff demonstrate pride, loyalty and commitment to the goals of the system. Job satisfaction is heightened and staff turnover is reduced. By offering opportunities to all staff members on an equal basis, employees' feelings of importance are raised. These motivational measures promote a sense of togetherness among all staff and increase communication and understanding in the school system.

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[3]Judith Fris, "Improve the Internal Climate and External Image of a School," *The Canadian School Executive,*

SCHOOL BOARDS PARTICIPATING IN THE SURVEY

BRITISH COLUMBIA

Burnaby School District No. 41
Campbell River School District No. 72
Central Okanagan School District No. 23 (Kelowna)
Cowichan School District No. 65 (Duncan)
Howe Sound School District No. 48 (Squamish)
Nanaimo School District No. 68
North Vancouver School District No. 44
Powell River School District No. 47
Prince Rupert School District No. 52
Qualicum School District No. 69 (Parksville)
Richmond School District No. 38
Surrey School District No. 36
Terrace School District No. 88

ALBERTA

Calgary Board of Education
County of Newell No. 4 (Brooks)
Edmonton Public School Board
Edmonton Roman Catholic Separate School Division No. 7
Foothills School District No. 38 (High River)
Fort McMurray Catholic Board of Education
Grande Prairie School District No. 2357
Lakeland Public School District No. 5460 (Bonnyville)
Lethbridge Catholic Separate School District No. 9
Medicine Hat School District No. 76
Peace River School Division No. 10
Red Deer Public School District No. 104
Rocky Mountain School Division No. 15 (Rocky Mountain House)
Strathcona County Board of Education (Sherwood Park)
St. Albert School District No. 3
Sturgeon School Division No. 24 (Morinville)
Willow Creek School Divsion No. 28 (Claresholm)

SASKATCHEWAN

Nipawin School Division No. 61
Prince Albert Comprehensive High School Board
Regina School Division No. 4
Regina Roman Catholic Separate School Division No. 81
Saskatchewan Valley School Division No. 49 (Warman)
Saskatoon School Division No. 13

MANITOBA

Brandon School Division No. 40
Division scolaire de la Rivière Seine/Seine River School Division No. 14 (Ste-Anne)
Frontier School Division No. 48 (Winnipeg)
Garden Valley School Division No. 26 (Winkler)
River East School Division No. 9 (Winnipeg)
Seven Oaks School Division No. 10 (Winnipeg)
St. Boniface School Division No. 4
St. James-Assiniboia School Division No. 2 (Winnipeg)
St. Vital School Division No. 6 (Winnipeg)
School District of Mystery Lake No. 2355 (Thompson)
Tiger Hills School Division No. 29 (Glenboro)
Winnipeg School Division No. 1

ONTARIO

Carleton Board of Education
Dryden Board of Education
Dufferin-Peel Roman Catholic Separate School Board (Mississauga)
Etobicoke Board of Education
Frontenac-Lennox and Addington County Roman Catholic Separate School Board (Kingston)
Halton Board of Education (Burlington)
Hamilton Board of Education

Hastings-Prince Edward County Roman Catholic Separate School Board (Belleville)
Lambton County Board of Education (Sarnia)
Leeds and Grenville County Board of Education (Brockville)
London Board of Education
Nipissing Board of Education (North Bay)
North York Board of Education
Ottawa Board of Education
Peel Board of Education (Mississauga)
Peterborough County Board of Education
Scarborough Board of Education
Simcoe County Board of Education (Barrie)
The Board of Education for the City of York
Timmins Board of Education
Toronto Board of Education
Wellington County Board of Education (Guelph)
Windsor Roman Catholic Separate School Board
York Region Board of Education (Aurora)

QUEBEC

Commission scolaire Ancienne-Lorette
Commission scolaire Baldwin-Cartier (Montreal)
Commission scolaire de Chicoutimi
Commission scolaire de l'"Industrie (Joliette)
Commission scolaire du Sault-Saint-Louis (Montreal)
Conseil scolaire de l'île de Montréal
Commission scolaire régionale de la Chaudière (Ville Saint-Georges)
Lakeshore School Board (Montreal)

NEW BRUNSWICK

Commission scolaire Jérôme-Boudreau (Bathurst)
District scolaire n° 1 (Saint-Quentin)
District scolaire n° 6 (Shippagan)
District scolaire n° 32 (Grand-Sault)
District scolaire n° 33 (Edmunston)
School District No. 10 (Chatham)
School District No. 14 (Moncton)
School District No. 15 (Moncton)
School District No. 18 (Sussex)
School District No. 20 (Saint John)
School District No. 25 (Oromocto)
School District No. 26 (Fredericton)
School District No. 36 (Dalhousie)

NOVA SCOTIA

Cumberland District School Board (Springhill)
Shelburne County District School Board (Barrington Passage)
Dartmouth District School Board

PRINCE EDWARD ISLAND

Regional Administrative School Unit No. 2 (Summerside)
Regional Administrative School Unit No. 3 (Charlottetown)

NEWFOUNDLAND

Green Bay Integrated School Board (Springdale)
Labrador East Integrated School Board (Goose Bay)
Port aux Basques Integrated School Board

APPENDIX

We're Proud of Wayne Hager

Now teaching at **Westdale Secondary School, Wayne Hager**, has been coaching high school basketball, football and cross-country running for 20 years. He has also served as Program Director of the Ontario Athletic Leadership Camp. Wayne feels coaching creates a "second family" for his students: "In cross-country, everyone of my 86 kids is important, from an Ontario finalist, to the runner who finishes last." We're proud of Wayne Hager, and all the nearly 400 Secondary School Coaches in the Hamilton System.

Hamilton Public Schools--
We're Proud
of the People
Who Make
Them Great !

The **We're Proud** Staff Tribute appears on the second Thursday of each month, in the Hamilton Spectator, Hamilton Mountain News, and Hamilton Journal.

The School Team Newsletter

Issue No. 1. November, 1987

Introducing The School Team Newsletter...

This marks the first appearance of the The School Team, our brand-new staff newsletter. It has been compiled by members of the Public Relations Committee.

Because our school system is large, scattered throughout nearly 100 buildings, it is often difficult to keep abreast of things--accomplishments of colleagues, special events-- and to share teaching ideas throughout the system. We hope that the The School Team will become a valued communications link.

Those responsible have promised to do their best to make each issue both enlightening and entertaining. Along side informative articles will be sections like "Staff Classifieds", "Staff Grapevine" and "Students Say the Darndest Things".

Reader input is more than welcome. Send submissions to my office, marked The School Team Newsletter.

Sincerely,

A. J. Krever
Chairman, System Public Relations Committee and Director of Education.

New year gets rousing send-off

More than 200 Hamilton Principals, Vice-Principals, Supervisors, Officials, Federation Executives and Board Members came together at the Convention Centre on September 3, 1987 to launch the 1987-88 school year.

Pictured above are Head Table guests and the Board's new logo.

H.P.A. President, **Bob McPherson**, in his inimitable, humorous style, introduced his fellow head table guests. They were:

Ruth Van Horne, Board Chairman; **Art Krever**, Director of Education and Secretary of the Board; **Keith Rielly**, Associate Director; **Clare McKague**, Superintendent, Curriculum and Special Services; **John Penner**, Business Administrator/Treasurer; **Gary Birchall**, representing Supervisors; and **Andrea Robertson**, Secondary School Council.

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A STAFF NEWSLETTER PREPARED BY THE SYSTEM PUBLIC RELATIONS COMMITTEE
The Board of Education for the City of Hamilton, 100 Main Street West, Hamilton, Ontario L8N 3L1
Telephone (416) 527-5092 — "Serving Today — Building Tomorrow"

A Compliment for You!

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

HAMILTON SCHOOL SYSTEMS **SPEAKERS' BUREAU**

THE HAMILTON BOARD OF EDUCATION
100 Main Street West, P.O. Box 880, Hamilton
Ontario L8N 3L1 — Telephone (416)527-5092

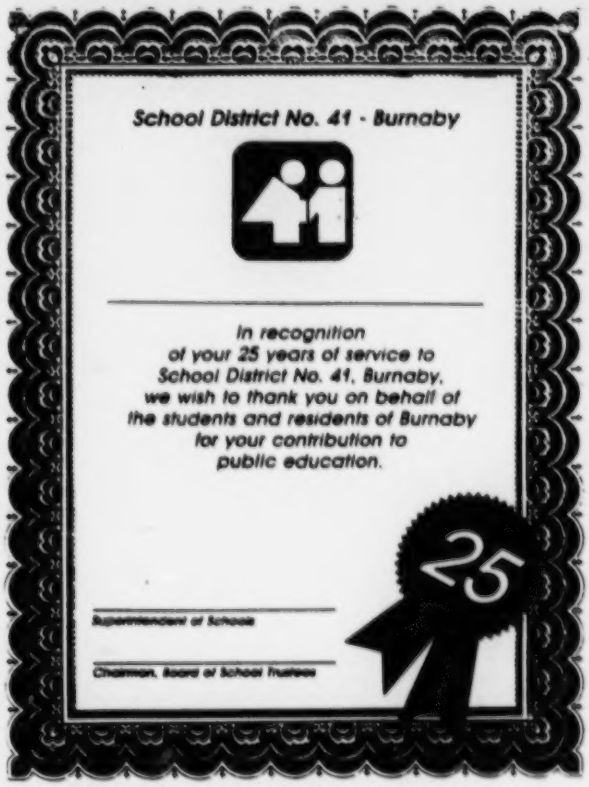
Serving Today ... Building Tomorrow

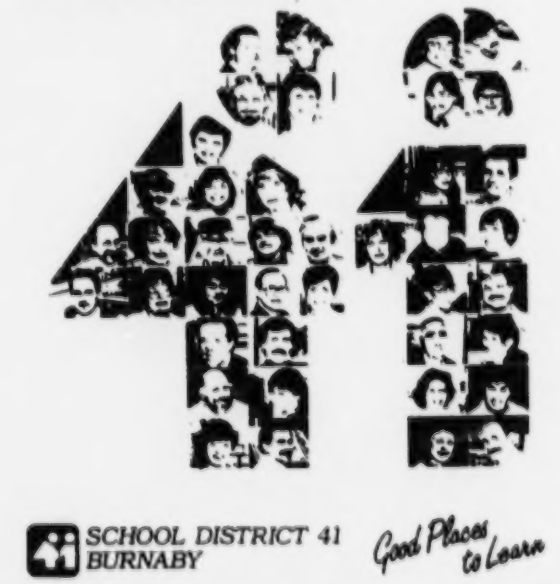
Ralph "Gramps" Collins has worked as a custodian in Burnaby schools for 19 years — the last seven at Brantford Elementary.

"I think we are doing a pretty good job educating the kids today. Sure, we're not perfect but neither is the world. One thing I know for sure: people at our school care.

"I have six grandchildren and as far as I am concerned, the kids at Brantford are my grandchildren too."

Ralph Collins is one of the people who make Burnaby's public schools good places to learn


School District No. 41 - Burnaby
In recognition
of your 25 years of service to
School District No. 41, Burnaby,
we wish to thank you on behalf of
the students and residents of Burnaby
for your contribution to
public education.
25
Superintendent of Schools
Chairman, Board of School Trustees



REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 81

Regina Catholic Schools

From the DIRECTOR'S DESK...

Volume 1 Number 3 - November 27, 1987

An Invitation...

In keeping with my commitment to meet with the staffs (teaching, secretarial and caretaking) of all schools, we have developed a schedule that affords me the opportunity to meet this objective prior to the Christmas recess. The meetings, five in total, will commence at 4:00 p.m. sharp and will adjourn no later than 5:30 p.m. It is my intention to discuss a number of topics of current interest in an open, frank and informative manner. I extend an invitation to the staffs in all schools to attend the meeting in your area in accordance with the schedule that follows. A meeting with Central Office and Maintenance staffs will also be scheduled in the near future to discuss these same topics.

Wednesday, December 9
O'Neill High School
134 Argyle Street

Sacred Heart, St. Francis, St. Mary, St. Patrick, St. Peter, St. Timothy, CORE and O'Neill High School.

Thursday, December 10
Sister McGuigan High School
2202 - 8th Avenue North

St. Anne, St. Catherine, St. Gregory, St. Mark, St. Michael, St. Paul, St. Theresa, and Sr. McGuigan High School.

Tuesday, December 15
Miller High School
1927 College Avenue

Holy Rosary, Jean Vanier, Msgr. de Laval, St. Andrew, St. Augustine, St. Dominic, St. Joseph, St. Marguerite, and Miller High School.

Tuesday, December 8
Michael A. Riffel High School
5757 Rochdale Boulevard

St. Angela, St. Bernadette, St. Jerome, St. Joan of Arc, St. Josaphat and Michael A. Riffel High School.

Wednesday, December 16
Dr. Martin LaBoldus High School
2330 - 25th Avenue

Deshaye, St. John, St. Leo, St. Matthew, St. Pius X, and Marian and LaBoldus High Schools.

Seasons Greetings...

With the Christmas season upon us and as we look forward to celebrating the birth of Christ, may I extend to you and your families a very warm and heartfelt expression of joy and goodwill for a happy, holy Christmas...May the New Year bring you continued good health, happiness and success in all your endeavors.

REGINA SCHOOL DIVISION NO. 4

Elsie Mironuck joined the Regina Public School staff in 1948. She was appointed primary consultant in 1962 and principal in 1968. For fifteen years prior to her retirement in 1987, she served as principal of Sherwood School.

Miss Mironuck was noted as a gifted educator with boundless energy and enthusiasm. Through her dedication and pleasant disposition, she gained the respect and admiration of colleagues, students and parents. Elsie Mironuck's outstanding service to children was acknowledged by renaming Sherwood School in her honour.

BOARD OF SCHOOL TRUSTEES SCHOOL DISTRICT NO. 26 (Fredericton)

SCHOOL DISTRICT NO. 72 (CAMPBELL RIVER)
This is to certify that
has completed the
CARE KIT TEACHER TRAINING WORKSHOP
FEBRUARY 1986
and is therefore eligible to teach the CARE Program.
Facilitator :
District Administrator:

SCHOOL DISTRICT NO. 72 (Campbell River, B.C.)

ST. VITAL SCHOOL DIVISION NO. 6 (Winnipeg, Manitoba)

ST. VITAL SCHOOL DIVISION NO. 6 POLICIES-GUIDELINES-PROCEDURES	**E.P.S. File:** BG and GBD
	Reference: Minute #838/86 and 839/86 Regulation # PSA #
EFFECTIVE: December 11, 1986 AMENDED:	

Subject: **BOARD STAFF COMMUNICATIONS**
BOARD ADMINISTRATION LEADERSHIP COMMITTEE

I. POLICY

The Board of Trustees of the St. Vital School Division recognizes the need and benefit of meeting from time to time with the administrative personnel of the school system during the course of the school year to confer collectively on educational problems and concerns, desired directions in which the system should be moving and to review and recognize the attainment of desired objectives and philosophies.

II. GUIDELINES

A. The membership of the Board - Administration Leadership Committee shall be composed of the following:

- Trustees
- Principals
- Vice Principals
- Senior Executive Council
- Assistant Secretary-Treasurer
- Deputy Assistant Superintendents
- Supervisors
- Child Guidance Clinic Area Service Director

B. The Committee shall be chaired by the Superintendent of Schools or his/her designate.

C. Meetings may be called during the school day at the discretion of the Superintendent. Meetings will normally be called a minimum of 3 times during the school year.

D. The Board of Trustees will provide for an annual sum of money to be included in the budget to cover the operating costs of the committee.

ST. VITAL SCHOOL DIVISION NO. 6 POLICIES-GUIDELINES-PROCEDURES EFFECTIVE: October 16, 1986 AMENDED:	E.P.S. File: KB and BDDA Reference: Minute # 768/86 Regulation # PSA #

Subject: PUBLIC INFORMATION PROGRAM

I. POLICY

The Board of Trustees of the St. Vital School Division believes that the release of pertinent information regarding its philosophies, policies and operation is an important vehicle by which its employees and the public may become better informed about educational matters. The purpose therefore, is to inform, enlighten, and educate with regard to the direction education is taking in this Division and in so doing to increase public awareness and understanding.

II. PROCEDURES

A. Copies of Board Meeting Agenda will be made available in advance of regular meetings of the Board to schools, media and Chairpersons of recognized parent groups.

B. Copies of unapproved Board minutes will be made available to local media outlets, Division schools, President, M.T.S. Local, and Home and School/Parent Advisory Committees as soon as possible after a regular Board meeting.

C. Media releases designed to amplify or explain certain items from the minutes which are deemed to be in the public interest, may be issued after meetings of the Board by the Superintendent of Schools.

D. Information items from schools which enhance the educational climate of that school in the community or Division may be released to the media by the Principal or Senior Executive Council.

E. All prepared news releases issued to the media from Central Office shall be approved by the Superintendent of Schools.

ST. VITAL SCHOOL DIVISION NO. 6 POLICIES-GUIDELINES-PROCEDURES	E.P.S. File: BF
	Reference: Minute # 675/86 233/87 Regulation # PSA #
EFFECTIVE: September 11, 1986 AMENDED: March 26, 1987	

Subject: BOARD POLICY DEVELOPMENT

I. POLICY

The Board of Trustees of the St. Vital Shool Division has the authority and responsibility to provide leadership and direction on all matters pertaining to the school system. It is through Board developed policy that the Board fulfills these responsibilities and governs the School Division. The Board recognizes that contribution and reaction from those people affected by policy plays an important role in policy development, but assumes ultimate responsibility for all policy development in the Division.

Policies of the St. Vital School Division shall consist of a policy statement, guidelines, and procedures.

II. GUIDELINES

A. The Board shall establish a Policy Committee of three (3) trustees to co-ordinate all policy development. The Superintendent or designate shall be an ex-officio member of the Committee. The Committee shall be annually appointed.

B. Parent groups, teachers, administrators, student council, trustees, and residents in the Division, are encouraged to submit suggestions or recommendations in writing to new or existing policies to the Policy Committee at any time.

C. Normally, requests for new policies or amendments to existing policies originating from the schools will be directed through the principal to the Superintendent, who will forward them to the Policy Committee with a recommendation.

D. Policy proposals shall be approved in principle by the Board before being circulated for reaction.

E. The Policy Committee shall receive all reactions and comments to proposals for consideration and possible proposal revisions.

F. Proposed policies, or revisions to existing policies, shall be forwarded to the Board with a recommendation from the Policy Committee.

ST. VITAL SCHOOL DIVISION NO. 6 POLICIES-GUIDELINES-PROCEDURES	E.P.S. File: BF
	Reference: Minute # 675/86 233/87
EFFECTIVE: September 11, 1986 AMENDED: March 26, 1987	Regulation # PSA #

Subject: BOARD POLICY DEVELOPMENT

III. PROCEDURES

In the development of policy proposals for the Board of Trustees, the Policy Committee shall ensure that the following structure is utilized:

Policy Statement

A policy statement is a philosophically-based statement which is goal-oriented and establishes the direction for future action.

Guidelines

A guideline defines the framework within which the organization can discharge the policy with positive direction. It tells what is wanted. It may also indicate why and how.

Procedures

A procedure is a statement of who does what, how and in what sequence.

REGIONAL ADMINISTRATIVE SCHOOL UNIT NO. 2

Summerside, Prince Edward Island

Source: Board Formulated Effective Date: April 7, 1987
Minute No.: 87-014

GOALS FOR ESTABLISHING PERSONNEL POLICIES

A dynamic and efficient staff dedicated to education is necessary to maintain a constantly improving educational program. To this end, the development of personnel policies is an essential component of the program of public education in the Unit. The philosophy of the Unit and the community generally will be reflected in these policies.

Through its personnel policies, the Unit Board will establish an environment that will attract and maintain the best-qualified persons whose mission will be to provide the best possible learning opportunities for the students enrolled in Regional Administrative Unit No. Two.

The long-range goals on which these policies will be based are:

1. To recruit, select, and employ the best qualified personnel.

2. To honor negotiated (employee) Collective Agreements and to administer the Unit in a manner conducive to good employer/employee relations.

3. To provide opportunities for inservice training programs for all employees to enhance professional growth.

4. To conduct an employee evaluation process that will serve to obtain maximum staff performance.

5. To assign personnel in a manner which ensures that they are employed as effectively as possible.

6. To develop the quality of human relationships necessary to obtain high levels of staff performance and job satisfaction.

Policy development will be approached with attitudes of mutual trust and respect. Cooperation and participation of the Unit's employees, the administration, and the Board are essential in the formulation of personnel policies.

Implementation of personnel policies will include procedures for the handling of professional and ethical concerns through which all persons or groups affected may freely express their views.

Code: GAB

UNIT TWO SCHOOL BOARD

POLICY

Source: Board Formulated

Effective Date: Oct. 6, 1987

Minute No.: 87-49

Supersedes: N/A

QUALITY OF WORKING LIFE

The quality of working life of Unit Two personnel is enhanced when a style of organizational management exists that attends to the intrinsic needs of people (e.g. the need for a sense of personal worth; the need to interact with others; the need for involvement in decision making; the need to be recognized for achievement and contribution; the need to experience personal and professional growth) -- and to their extrinsic needs (the need to realize fullest potential through a work situation that challenges, is conducive to creativity and promotes efficiency).

To this end, Regional Administrative Unit Two will promote, establish, and support a Quality of Working Life Program.

REGIONAL ADMINISTRATIVE SCHOOL UNIT NO. 2

REGULATION

QWL PROGRAM

A. This section of the regulation outlines procedures to be followed in activating the program in Regional Administrative Unit No. 2.

The Unit will...

1. Establish a QWL Steering Committee composed of representatives of all sectors of the Unit work force whose function will be to promote, support, monitor, and evaluate programs pertinent to the concepts of QWL.

2. Provide the services of a resource person whose function will be: 1) to present orientation programs to employees 2) to provide consultative service to employee groups re the development and implementation of a QWL Program 3) to provide training in leadership to participating employees.

3. Promote programs re the emotional well-being of personnel.

4. Develop programs of employee recognition.

B. This section of the regulation describes the procedure to be followed in accessing the services of the Unit resource person and the resources of the Unit QWL Steering Committee.

1. Any group of employees interested in developing a QWL Program asks to discuss such an interest with the Unit resource person.

2. The Unit resource person assists the group in the clarification and organization of its intent and in the preparation of a submission to the QWL Steering Committee.

3. The Steering Committee evaluates the proposal and if approved, assigns resources to support the program.

4. The programs will be reviewed periodically.

C. This section of the regulation describes the procedures to be followed by the QWL Steering Committee in accessing Unit funds for planned QWL projects.

The QWL Committee will be responsible to submit to the Business Superintendent by March 31 of each year a budget detailing the nature and estimated cost of QWL projects planned the next school fiscal year.

Following normal budget considerations the Business Superintendent shall advise the Committee of the total budget allocation approved for use by the Committee. Such approval will normally be provided By June 30th.